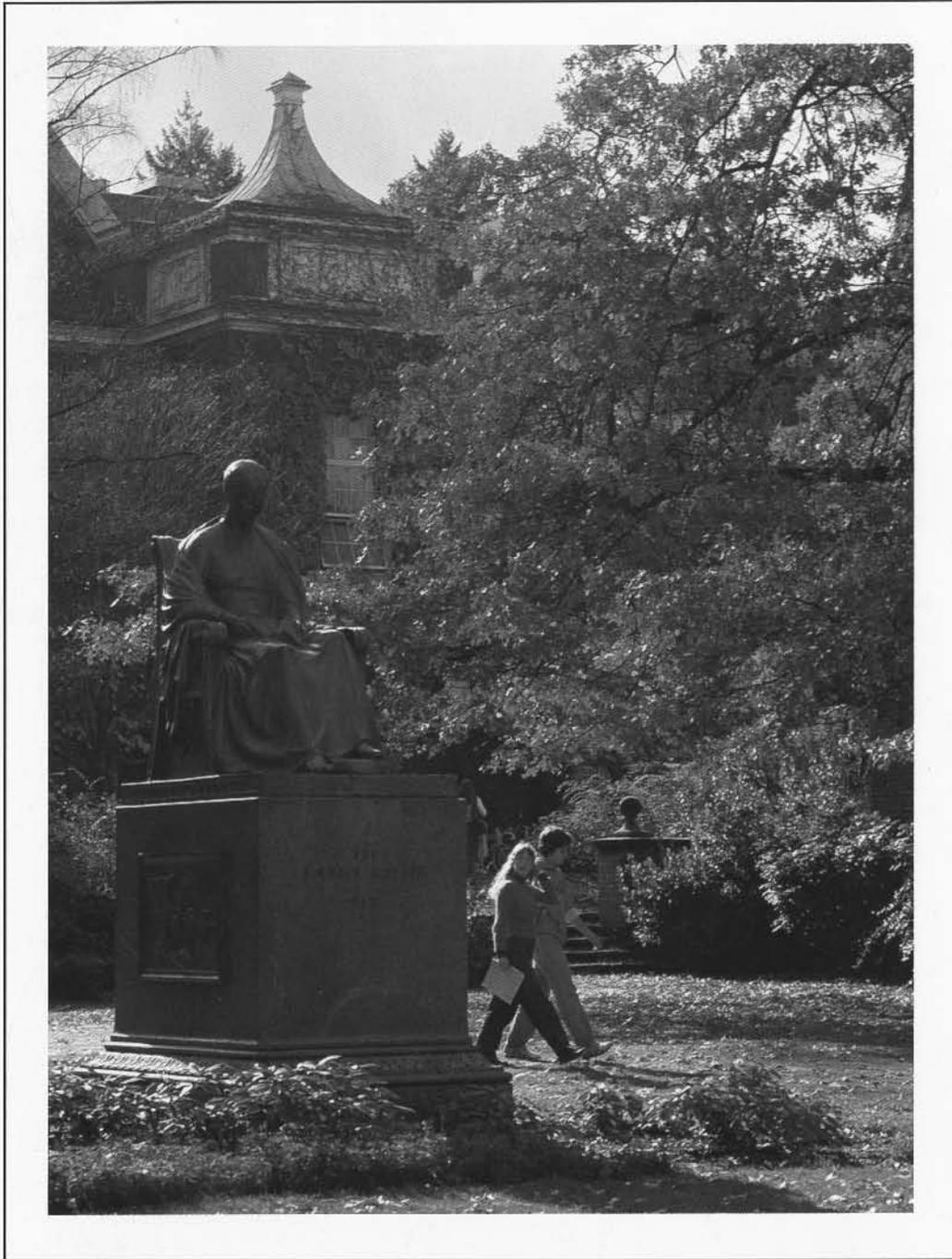


Bulletin

# University of Oregon 1982-83 General Catalog



# University of Oregon 1982-83 General Catalog



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**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 1982-83. 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.**

New Series  
University of Oregon Bulletin  
Number 36  
July 1982

(USPS 363-910)

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

Copies of this publication, *University of Oregon Bulletin: 1982-83 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: 1983-84 General Catalog* will be published in July 1983 and may be purchased in the same manner. The *University of Oregon Bulletin: 1982-83 Law School Catalog* will be published in September 1982. Address requests to the School of Law. The third publication in the University's bulletin series, *Entering Oregon*, will be published in October 1982. It is available from the Director of Admissions. The *1983 Summer Session Catalog*, fourth in the series, will be published in March 1983. Address requests to the Summer Session Office. These latter three publications are available at no charge.

## The University's Mission

Fundamental to the success of the University's education 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.

### 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.

### Affirmative Action

The University of Oregon affirms the right of all individuals to equal opportunity in education and employment without regard to race, color, religion, sex, age, handicap, national origin, marital status, 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. Telephone 503-686-3123.

## University Administration

Paul Olum, Ph.D., President  
110 Johnson Hall  
686-3036

Richard Hill, Ph.D., Vice-President for  
Academic Affairs and Provost  
103 Johnson Hall  
686-3081

Vice-President for Administration  
and Finance to be appointed  
110 Johnson Hall  
686-3003

Curtis R. Simic, B.S., Vice-President  
for University Relations  
111 Susan Campbell Hall  
686-5555

## Oregon State Board of Higher Education

The Oregon State System of Higher Education is governed by the Oregon State Board of Higher Education, whose members are appointed by the governor with confirmation by the State Senate. Terms are for four years for regular members and two years for student members (\*). The names of the members follow; expiration date for each term is June 30 of the year shown:

Edward C. Harms, Jr., Springfield, 1985  
President and Chairman, Executive Committee

Robert C. Ingalls, Corvallis, 1984  
Vice-President and Member,  
Executive Committee

Loren L. Wyss, Portland, 1984  
Alvin R. Batiste, Portland, 1982  
Jane H. Carpenter, Medford, 1983  
Harriett J. Flanagan, Ontario, 1983  
Randy Don Gill\*, McMinnville, 1984

Louis B. Perry, Portland, 1985  
James C. Petersen, La Grande, 1984  
Marion T. Weatherford\*, Corvallis, 1983

### Officers of the Board

William E. Davis, Ed.D., Chancellor  
J. I. Hunderup, M.B.A., C.P.A.,  
Vice-Chancellor for Facilities Planning  
Clarethel Kahananui, M.A., Acting  
Vice-Chancellor for Academic Affairs  
E. Rex Krueger, Ph.D., Vice-Chancellor  
for Educational Systems  
W. T. Lemman, Jr., B.S., Vice-Chancellor  
for Administration  
Wilma Foster, M.A., Secretary of the Board

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

The member institutions of the Oregon State System of Higher Education are:

Eastern Oregon State College, La Grande  
Western Oregon State College, Monmouth  
Oregon Institute of Technology, Klamath Falls  
Oregon State University, Corvallis  
Portland State University, Portland  
Southern Oregon State College, Ashland  
University of Oregon, Eugene  
Oregon Health Sciences University (the  
Schools of Dentistry, Medicine, and  
Nursing), Portland

The Chancellor's Office of Academic Affairs provides coordination and service to assure that a broadly based continuing education program is available through the member institutions.

An interinstitutional booklet, *The Oregon College Guide*, lists fields of study at all State System institutions, and offers other important information for prospective students. For a free copy, write

*The Oregon College Guide*  
State Board of Higher Education  
Post Office Box 3175  
Eugene, Oregon 97403



*Deady Hall, through the trees.*

# Academic Calendar

## 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

## Winter Term 1983

Registration  
Monday and Tuesday 3-4 January  
Classes begin  
Wednesday 5 January  
Last day to pay fees without penalty  
Friday 7 January  
Last day for winter term registration  
Friday 14 January  
Last day to change courses  
Friday 21 January  
Winter term examinations  
Monday to Saturday 14-19 March  
Spring vacation  
Monday to Sunday 21-27 March

## Spring Term 1983

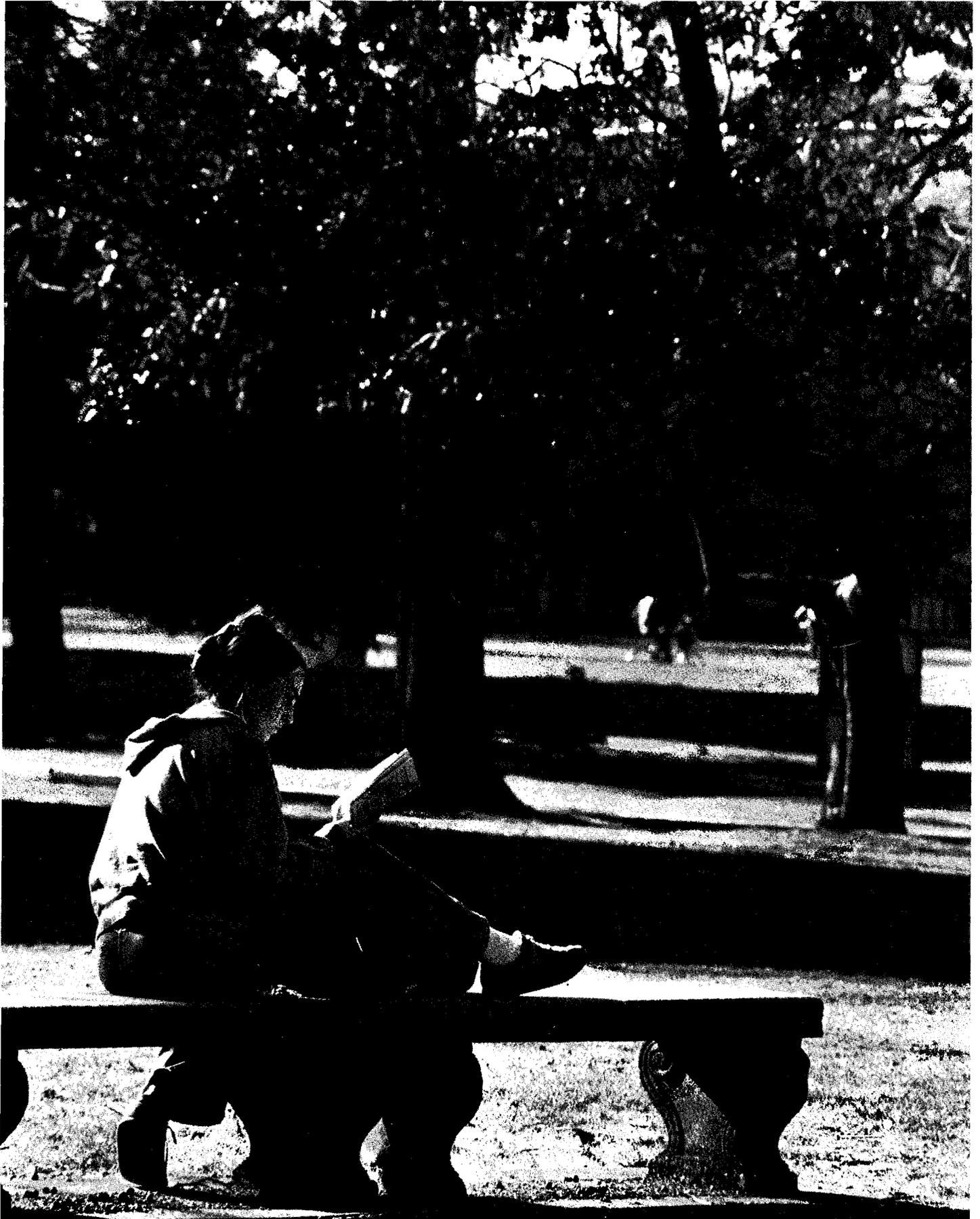
Registration  
Monday and Tuesday 28-29 March  
Classes begin  
Wednesday 30 March  
Last day to pay fees without penalty  
Friday 1 April  
Last day for spring term registration  
Friday 8 April  
Last day to change courses  
Friday 15 April  
Memorial Day  
Monday 30 May  
Spring term examinations  
Monday to Saturday 6-11 June  
Alumni Day  
Saturday 11 June  
Commencement Day  
Sunday 12 June

## Summer Session 1983

Registration  
Monday 20 June  
Classes begin  
Tuesday 21 June  
Last day to pay fees without penalty  
Friday 24 June  
Last day for summer session registration  
Friday 1 July  
Independence Day  
Monday 4 July  
Last day to change courses  
Friday 8 July  
Eight-week session ends  
Friday 12 August  
Summer Session graduation convocation  
Saturday 13 August  
Eleven-week session ends  
Friday 2 September  
Labor Day  
Monday 5 September

## Fall Term 1983

New Student Week  
Sunday to Saturday 18-24 September  
Registration  
Thursday and Friday 22-23 September  
Classes begin  
Monday 26 September  
Last day to pay fees without penalty  
Wednesday 28 September  
Last day for fall term registration  
Friday 7 October  
Last day to change courses  
Friday 14 October  
Thanksgiving vacation  
Thursday to Sunday 24-27 November  
Fall term examinations  
Monday to Saturday 12-17 December



# Welcome to the University of Oregon

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.

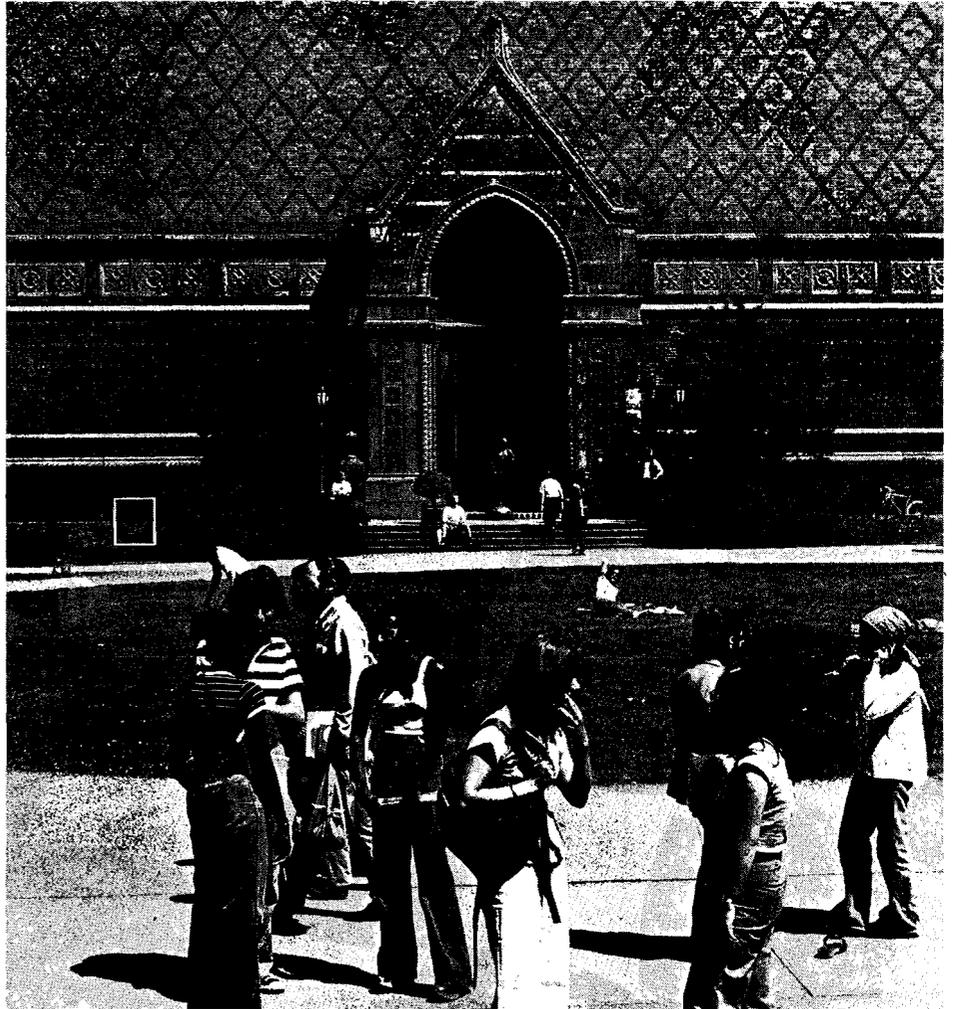
University supporters ran into difficulties when opposition developed to the county tax which was authorized by the Legislature to raise \$30,000 of the \$50,000. The levy was eventually rescinded. However, construction on the first University building, Deady Hall, began in May, 1873. After a struggle to keep the enterprise alive and a two-year extension of time for completion had been granted, the 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 16,500 students are enrolled at the University, including about 3,600 graduate students. The University has 750 full-time faculty members engaged in teaching and research. In addition, the University employs about 900 graduate teaching fellows, more than 1,600 student workers, and 999 full-time 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. Please consult the index to locate pertinent details of subjects offered.

**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:



*The entrance to the University Museum of Art can be seen in the background above.*

American Assembly of College Schools of Business, American Institute of Planners, American Council on Education for Journalism, American Library 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 Association, National Council for the Accreditation of Teacher Education, National Council of Instruction in Landscape Architecture, and Teachers Standards and Practices Commission of Oregon.

**The Campus.** Since 1876, 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.

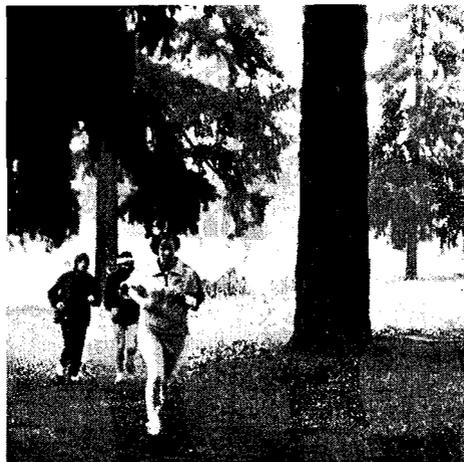
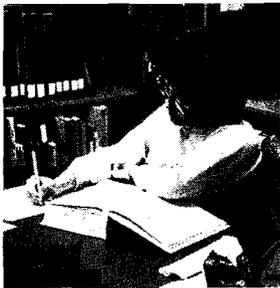
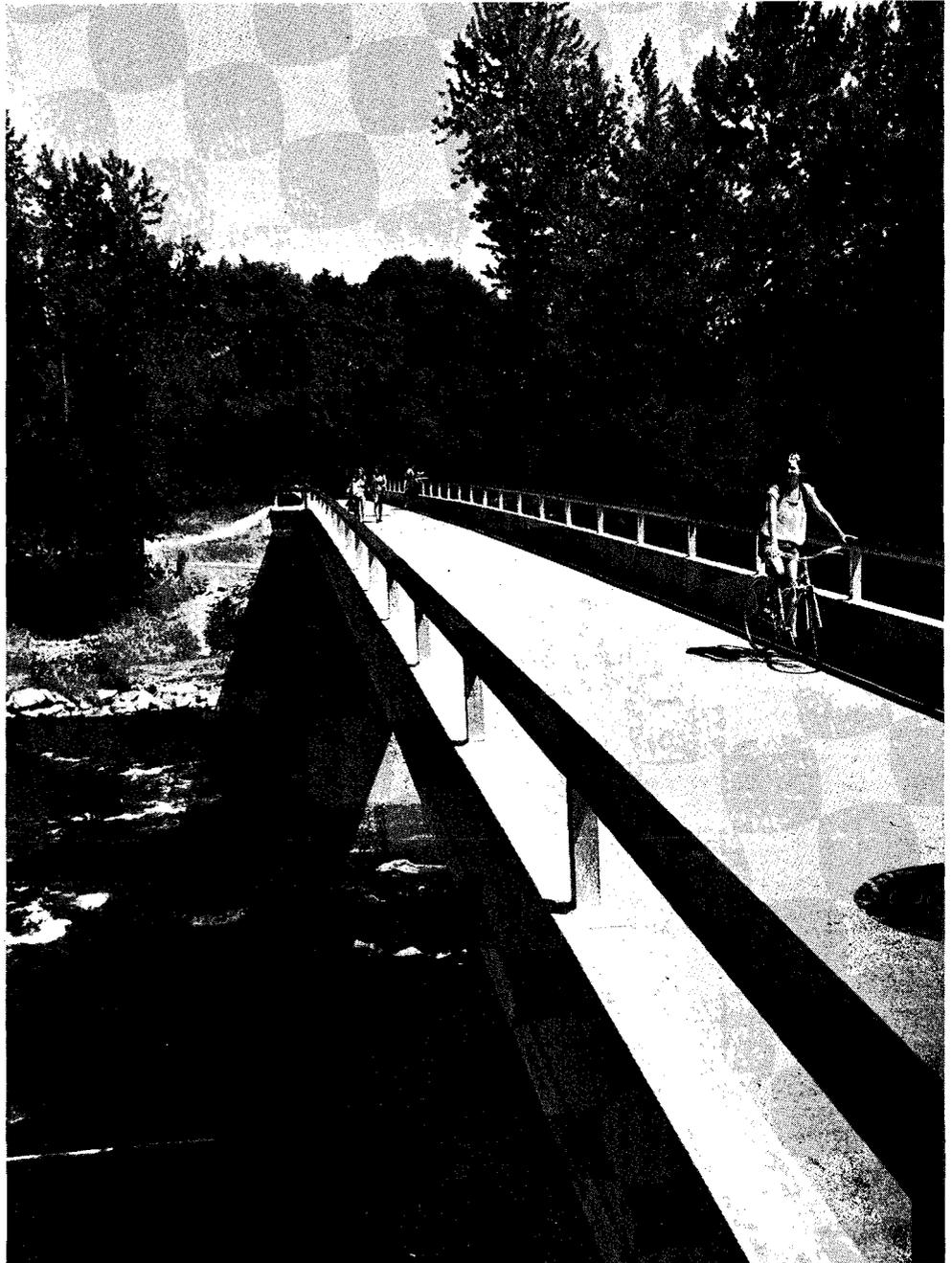
The forty buildings on campus represent the changing tastes and styles of more than a century. Buildings include twenty-five large classroom buildings, a great central library and several specialized libraries, a student union, health center, clinics and laboratories, administration and service buildings,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

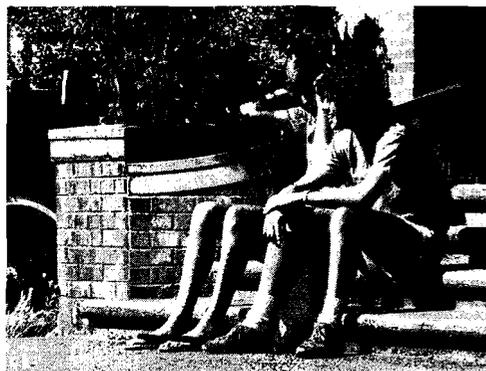
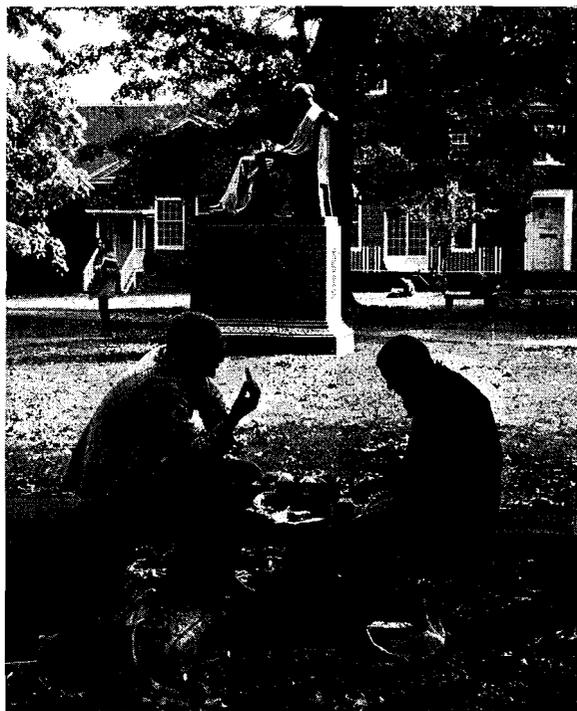
**Income.** Funds for the support of higher education in Oregon are derived primarily from state appropriations for the operation of institutions, specified sums from the national government assigned for definite purposes by Congressional acts, income from student tuition and other fees, and such sources as gifts, grants, sales, and service charges.





*The photograph at right shows the pedestrian bridge over the Willamette River connecting the University and Autzen Stadium. This is a section of the metropolitan area bike-jogging trail system. The photograph below right shows part of the campus residence hall area. The photograph at the top of the next page shows Gilbert Hall.*





# Academic and Career Planning

## Advising

A four-year undergraduate education (five years in some Architecture and Allied Arts programs) requires careful planning on the part of students. For this reason, students, although free to choose their courses, are required to meet with a faculty adviser before completing registration. The faculty adviser provides informed, responsible guidance to students in choosing courses and preparing for specific careers, and students are, in fact, urged to consult with them regularly over the period of their studies at the University.

Because informed guidance is so vital to students, the University considers it an extension of teaching and regards it as a major responsibility of the faculty. All students with declared majors are assigned to faculty advisers within their departments. The Office of Academic Advising and Student Services coordinates advising of students who have not declared majors and of students interested in law and the health professions.

The Career Planning and Placement Service also serves as an important adjunct in the planning process.

## Early Orientation and Registration Program

In July, a special opportunity is provided new freshmen to learn about the University, to meet with faculty advisers, and to register early for fall-term classes. The Orientation Office coordinates this program.

## New Student Week Advising

In September, an entire week is devoted to advising, registration, and a number of other experiences for new and returning students.

## Winter, Spring, Summer Advising

Two days are set aside at the beginning of each winter and spring term for academic advising and registration. One day is provided at the beginning of summer term for advising and registration.

## General Principles in Program Planning

(1) To graduate in four years (12 terms), students should average between 15 and 16 credits per term. In planning a term's studies, students should anticipate that each credit hour taken will require at least three hours each week for class meeting and homework. A 15 credit-hour course load will need about 45 hours each week.

(2) Each term's schedule should be planned to include the University graduation requirements (see p. 16) and requirements of the major. Major requirements are listed in this catalog under the academic department headings (see the table of contents). Students who have not selected their majors should spend some time to exploring possible majors.

(3) University classes require considerable reading. Students needing assistance in improving reading speed and comprehension should consider registering for noncredit reading workshops offered by the Learning Resource Center.

(4) Meeting prerequisites for courses is the student's responsibility. Students should read the course descriptions in this catalog and the notes in the *Time Schedule of Classes* to make certain course prerequisites or corequisites, if any, are met.

(5) Many University majors and courses require competence in mathematics. Mathematics should be started in the freshman year.

(6) A foreign language, whether requirement or elective, should also be started in the freshman year if possible. Students planning to study abroad on a foreign exchange program during sophomore or junior years should achieve competence in a language early.

(7) Each student should prepare a model program of courses to be taken at the University and should discuss the program with the departmental faculty adviser assigned.

## Academic Majors

All University of Oregon students must complete an academic major as part of the general graduation requirements. The major is an opportunity to learn a subject in depth. The most successful students are usually those who enjoy their majors. Faculty advisers in the respective departments are the best sources of information on majors. A *Majors Guide* is available for reading in the Office of Academic Advising and Student Services, Room 164 Oregon Hall.

## Academic Majors and Careers

Establishing educational and career goals is complex. Often, students are career-oriented in a narrow sense and are unaware of the distinctions made among the terms employment, position, vocation, occupation, and career. Resources in the Office of Academic Advising and Student Services, the Career Planning and Placement Service, and the whole educational experience at Oregon are focused on the larger idea and more relevant goal of preparing students for life.

As students progress toward graduation, they select majors in their special interests. From the freshman year, regardless of the major, students should plan their classes to increase their knowledge of themselves and the world, develop technical skills in such areas as writing, speaking, computer science, and statistics, and fulfill University graduation requirements. Students often refine career goals as they mature and learn. It is not surprising that many will change majors.

Because some majors require several years of study in fixed sequences, firm decisions about majors should be made by the middle of the sophomore year. During the entire decision-making process, students should be using the resources of the Career Planning and Placement Service.

Some academic majors prepare students directly for recognizable job titles (accountant, architect, teacher); others do not. Students with majors in the professional schools usually work in fields closely related to their majors. The completion of a University degree, however, provides all students the opportunity to acquire basic information and to develop skills in decision-making, organization, written and oral communication, research, analysis, and listening. These skills are valued by employers and are developed through careful selection of University courses as part of major programs and as elective classes.

The Career Planning and Placement Service and the Office of Academic Advising and Student Services will share lists of courses and college activities that help students develop skills in persuasion, supervision, technical writing, and quantitative research.

## Identifying a Career

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

**Enrolling in basic** introductory level courses of potential interest provides students considerable information on their performance and interests.

**The Strong-Campbell Inventory**, administered by the Counseling Center, compares students' interests with similar interests of people working successfully in a variety of fields.

**The Quest Needle Sort**, administered by Career Planning and Placement Service, helps students select characteristics of work which are important to them.

**Career Alternatives** (Coun 199) is a course designed for freshmen and sophomores beginning to make career decisions.

**Gathering Career Information**

Career information resources available to students include:

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

**Workshops** offered by the Career Planning and Placement Service and by Academic Advising and Student Services are designed for students in the exploratory stages of planning. Recent workshops have been offered on such topics as law, business (baccalaureate and master's degrees), architecture, podiatry, nutrition, public relations, writing, careers of the 1980s, political science, sales and marketing, and starting a business.

**Afternoon on the Job**, a Career Planning and Placement Service program. Small groups of students visit employers to learn about entry-level jobs and the skills and qualities a particular organization looks for in applicants. A variety of organizations is included in this weekly program—banks, computer firms, security brokers, law offices, parks and recreation departments, and media agencies.

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

**Career Information Fair** is an annual event held during winter term. Over 70 different professionals are invited to campus to meet with students and answer questions.

**Testing Career Decisions**

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

**Internships** may be on campus or off-campus. Some pay a salary, others offer academic credit. Some are in Oregon; other opportunities are in different parts of the country. The Career Planning and Placement Service is the primary campus resource for identifying opportunities and informing interested students about current openings.

**Practicums** are field-based academic program requirements of some majors and may be open as electives for nonmajors. Academic departments are resources providing these opportunities.

**Student organizations** provide opportunities to develop career-related experiences such as interpersonal and organizational skills. There are 200 student organizations on the University campus to serve a variety of interests.

**Part-time, summer work, or volunteer experiences** also contribute to information about possible careers and should be considered part of testing career decisions.

**Placement services offered** to further assist students in career planning are job listings, workshops on job search strategies, resumé writing, and interview skills, employer interviews, employer directories, employer recruiting literature, and annual reports from a number of firms.

**Calendar of Academic and Career Planning**

Year in School	Academic Planning	Career Planning
<p><b>Freshman and Sophomore Years</b>                      Freshman:                      0-44 credit hours                      Sophomore:                      45-89 credit hours</p>	<p><b>Complete</b> writing, health education, and at least half of group or cluster requirements.  <b>Decide</b> on major by middle of sophomore year, seek assistance as needed from Office of Academic Advising and Student Services. Please note that some majors require more than 2½ years of planned study.  <b>Begin</b> some upper-division (300-400 level courses) course work during sophomore year.</p>	<p><b>Obtain</b> information about careers through career planning workshops, career alternatives class, Afternoon on the Job program.  <b>Discuss</b> career options with major adviser and faculty.  <b>Examine</b> career information related to major using career information resources in Career Planning and Placement Service.  <b>Talk</b> to family and friends about their professions and how they entered them.  <b>Identify</b> skill areas you want to develop.  <b>Apply</b> for summer work related to your career goals.  <b>Join</b> curriculum clubs.</p>
<p><b>Junior Year</b>                      90-134 credit hours</p>	<p><b>Order</b> a degree analysis from Registrar's Office (first term), noting upper-division hours and hours for the bachelor's degree.  <b>Consult</b> with departmental adviser on progress in major (first term).  <b>Plan</b> to take admissions tests if expecting to apply to professional or graduate programs (spring term).  <b>Attend</b> workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).  <b>Consider</b> other post-graduate options such as Fulbright, and Rotary scholarships.</p>	<p><b>Attend</b> group presentations by companies to learn of entry level positions.  <b>Arrange</b> an internship or practicum through your major department, Career Planning and Placement Service, and professional organizations.  <b>Interview</b> individuals doing work of interest to you.  <b>Begin</b> developing job search, resumé writing, and interview skills.  <b>Apply</b> for summer work related to your career goals.  <b>Consider</b> establishing a file of letters of recommendation.</p>
<p><b>Senior Year</b>                      135+ credit hours</p>	<p><b>Consult</b> with departmental adviser on progress in major (first term).  <b>File</b> for graduation one term before term graduation is anticipated.  <b>Attend</b> workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).</p>	<p><b>Register</b> with Career Planning and Placement Service and attend placement workshops (first term).  <b>Check</b> with Career Planning and Placement Service for current job listings and schedule for campus interviews.  <b>Arrange</b> interviews with organizations scheduled for Career Planning and Placement Service visits.  <b>Design</b> and <b>begin</b> job search.</p>

# Entering the University of Oregon

## Admissions Office

270 Oregon Hall

Telephone 686-3201

James Buch, Director

Maryan Anderson, Assistant Director

Fred Mohr, Admissions Counselor

Gregg Lobisser, Director of Orientation

### Procedures for Admission

Admission requirements apply to all students seeking to enroll at the University of Oregon. Several professional schools, departments, and special programs have additional admission requirements. Students who plan to enter the University as majors in architecture, interior architecture, landscape architecture, or music, or who hope to enroll in the Honors College, should be aware of the special admission requirements and application deadlines. (Details are in the departmental sections of this catalog.)

### Freshman Admission

Specific high school preparatory classes are not required. But, students should have planned their high school 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 a major in one of the sciences is planned), two to four years of social sciences, two years of science (three or more for science majors), and, for students planning to earn a Bachelor of Arts degree, at least two years of a foreign language.

### Freshman Application Procedures

Freshmen applicants are required to submit the following to the Office of Admissions.

- (1) A completed application for admission and a nonrefundable \$25.00 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).

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

### Freshman Admission Requirements

To be admitted to the University of Oregon, students must

- (1) have 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) Students must also meet one of the following requirements:

- (a) have a 2.75 high school grade point average (GPA) or higher 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 session at the University of Oregon; **or**
- (d) have a minimum grade point average of 2.00 (2.25 for nonresidents) 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. 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, write or visit the Office of Admissions.

### Summer Prefreshman Program

Students whose high school record and test results do not meet the minimum requirements may still qualify for admission by satisfactorily completing a summer session program as described below.

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 9 credit hours of courses that satisfy the University's group requirements (see pages 16 and 19).

Students attending the University of Oregon prefreshman program must have their class schedules approved by the Director of Admissions before enrolling.

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.

Students enrolling in a 15-credit program at another college are urged to have their class

schedules approved by the University of Oregon Director of Admissions before beginning course work.

To qualify for admission through either of these programs, a student must take all classes on a graded basis and must earn a cumulative GPA of 2.00 (2.25 for nonresidents) in the 15-credit hour unstructured program.

### 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 1982-83 national test dates for the SAT are October 15, November 6, December 4, January 22, March 19, May 7, and June 4. Special test dates are also available on campus just before or during registration each term (call or write the Office of Admissions for more information).

Students who have taken two or more years of a foreign language should 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 16).

### Advanced Placement Program

Students receiving satisfactory grades in advanced placement examinations administered by the College Board may, on admission to the University, be granted credit toward a 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, consult the Office of Admissions.

### Transfer Admission

Students are admitted as transfers if they have completed 15 or more term hours of transferable credit with a minimum cumulative grade point average of 2.00 (2.25 for nonresidents). Some University departments require higher grade point averages for admission.

### Premajor Status

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

Departments of Human Services, Recreation and Park Management, Computer and Information Science, 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).

### Transfer of Credit

The amount of credit transferred depends upon the nature of the applicant's previous work, which is evaluated according to the academic requirements of the University. Records from institutions fully accredited by appropriate 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 students should read with care the description of the general graduation requirements on page 16 of this catalog. Beginning in fall 1982, new students entering the University with less than 30 term hours of credit will be expected to meet revised graduation requirements. These revised requirements will apply to all new students entering in fall 1985 or later.

### Transfer Application Procedures

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

- (1) A completed application for admission and a nonrefundable \$25.00 application fee.
- (2) Official transcript 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 received by the University 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 in that section. Each school and department of the University determines its own specific requirements and application deadlines for graduate admission. For this reason, inquiries concerning graduate admission should be sent directly to the department or school of interest.

### Postbaccalaureate Admission

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

### Application Deadlines

Applications should be received 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 people who apply late may have to register for classes late.

Students planning to major in architecture or interior architecture must apply to the University by January 15 of the year for which they seek admission. Undergraduates applying for admission to landscape architecture must file for University admission by February 1 and must have all departmental materials to the department by March 1. Graduate applicants to landscape architecture must file both the application for University admission and departmental materials by February 1.

Music majors audition for placement and take a musicianship examination scheduled on several dates throughout the spring. Details of these special admission deadlines are included in the departmental sections of this catalog.

### Residence Classifications

Students enrolled at the University are classified for admission and fee purposes as either resident or nonresident. The Residence classification appears in Chapter 580, Division 10 of Oregon Administrative Rules, and are as follows.

#### Nonresident Students

A nonresident student is defined as:

- (1) An unemancipated student whose parent or legal guardian resides outside of Oregon at the time of the student's registration; **or**
- (2) An emancipated student who has not met the residency requirement at the time of registration. An emancipated student is one whose residence is independent of that of parents or legal guardian, and who receives no financial support from parents of legal guardian.

#### Payment of Nonresident Fee

- (1) All students who are classified as nonresidents shall pay a nonresident fee.
- (2) An Oregon resident student whose classification is changed to that of nonresident during the school year shall pay the nonresident fee beginning the fall term of the next school year. The student is obligated to notify the institution of any change of residence.
- (3) Refunds of the nonresident fee may be granted if the student shows that the classification previously assigned was in error, but no such refund shall be made unless the student applies for residency for the term in which the student seeks change of status.

#### Changes in Residence.

- (1) A student enrolling as an entering freshman after graduating from an Oregon high school with not less than one year of regular attendance shall be considered a resident student. If the student transfers to an institution outside of Oregon and later seeks to enroll again in an Oregon Department institution, the resident classification shall be re-examined and determined on the same basis as for any other transfer student.
- (2) A student whose nonresident legal custodian establishes an Oregon residence during a school term shall be entitled to register as a resident student at the beginning of the next term.
- (3) If an emancipated student establishes residence outside of Oregon during the school year, the resident fee shall continue to be

assessed until the beginning of the fall term of the next school year. Thereafter, the student shall be assessed the nonresident fee.

(4) An emancipated student who establishes an Oregon residence as determined below shall pay a nonresident fee unless:

(a) The student established Oregon residence at least six months prior to the time of initial registration;

(b) The student does not attend an Oregon institution of higher education, either public or independent, including a community college, during any part of such six-month period. However, an emancipated student who does not establish an Oregon residence at least six months prior to initial registration at an Oregon institution, and who resides continuously in Oregon during twelve months, may be considered an Oregon resident for fee purposes if circumstances in the case meet the provisions below (determination of residence).

(5) Once established, residence is presumed until the student provides sufficient evidence to refute the presumption.

(6) An unemancipated resident student enrolled in [the University], who remains in this state after Oregon-residence parents or legal guardian move from the state, shall retain resident classification so long as attendance (except summer sessions) at an institution in Oregon is continuous.

#### Determination of Residence

(1) Residence means a bona fide fixed and permanent physical presence established and maintained in Oregon, with no intention of changing residence to outside the state when the school period ends. Factors to be considered include, rental or purchase of a home, presence of family, presence of household goods, length of time in state, nature and permanence of employment, sources of financial support, ownership of property, place of voting, and payment of Oregon personal income taxes.

(2) The same criteria will be used to determine whether a resident who has moved has established a non-Oregon residence.

(3) If institutional records show that the residence of a student's legal custodian, or of an emancipated student, is outside of Oregon, the student shall continue to be classified as non-resident until entitlement to resident classification is shown. The burden of proof will be upon the student to show that the classification should be changed.

(4) In determining the residence classification of any person, recognition is to be given to the principle that residence is not established by mere attendance at a college or university.

**Note: Students who knowingly submit altered transcripts or falsified applications jeopardize their admission status and could 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.**

#### Residence Classification of Federal Service Personnel

(1) A person in federal military service on a full-time basis is qualified for resident classification for fee purposes if that person is assigned to duty in this state, performs duties within the geographical limits of Oregon, and is residing within the state. Claiming Oregon as the person's residence of record for tax or other such purposes is not the equivalent of residence in this state.

(2) An Oregon resident entering federal military service retains Oregon residence classification until the claim is voluntarily relinquished.

(3) An Oregon resident who has been in federal military service and assigned to duty outside of Oregon is required to return to Oregon within sixty days after completing federal military service to retain classification as an Oregon resident.

(4) A person who continues to reside in Oregon after separation from federal military service may count the time spent in the state while in federal military service to support a claim for classification as an Oregon resident.

#### Residence Classification for Aliens

(1) An alien holding an immigrant visa (admitted for permanent residence in the United States) shall be regarded as a citizen for the purpose of determining residence. Time toward residence shall be counted from the date of receipt of the immigrant visa.

(2) An alien possessing a student visa or other temporary visa cannot be classified as a resident.

For further information about residence rules and their administration call or visit the Office of Admissions.

#### Foreign Admission

Applicants who are not United States citizens or immigrants will be considered for admission to the University 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  
U.S.A.

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 directly to the departments or schools in which they plan to study for application forms.

Applicants from foreign countries should apply for admission by the following dates: For **fall term**, apply by **May 1**; for **winter term**, **October 15**; for **spring term**, **January 15**; and, for **summer session**, by **April 1**. Later applications may not be processed in time for the term of first preference.

## Registration and Academic Policies

**217 Oregon Hall  
Telephone 686-3195**

**Wanda Johnson, Registrar  
Herbert Chereck, Assistant Registrar  
Barry Savage, Assistant 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 12 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 5 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 Education (Art Education only, through the 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 has two grading systems. 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 16, 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 the *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. Some departments may calculate the N as no points.

**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.

**Cluster.** Three related one-term approved courses which partially fulfill graduation requirements.

**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 predetermined order in which courses must be completed before another can be taken; e.g., 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 in that section of this catalog.

**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.

**0-99**

Noncredit courses or credit courses of a remedial, terminal, or semiprofessional nature; not applicable toward degree requirements.

**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. Open-ended courses, without 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 design-



nated (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.

### Program Planning

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 and cluster 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.

Students may declare a major or may change majors by filing a "Change of Major" form available in departmental offices and in the Registrar's Office.

### Application for a Degree

Students who plan to receive a degree from the University of Oregon must file an application in the Office of the Registrar during the first week of classes in the term preceding the term of anticipated graduation. (For example, students graduating in June must file an application during the first week of classes in January.)

Such advance notice to the Office of the Registrar of the intent to graduate permits timely review of degree requirements and also allows time for students to plan or change their course schedules to ensure completion of all requirements.

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 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 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 require concentrated course work outside the major.

#### Upper-Division Work

A minimum of 62 credit hours in upper-division courses (300-level or higher) 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 formally 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 75 percent of all work completed at the University of Oregon must be passed with grades of A, B, C, P.

#### 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.

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

\* Only designated HES 199 courses satisfy this requirement. See listing in the *Time Schedule of Classes*.

#### Group Requirements

To promote breadth in students' education, all students are required to complete work in each of three groups representing comprehensive fields of knowledge; the three groups are Arts and Letters, Social Sciences, and Sciences.

Two separate sets of group requirements will be in effect academic year 1982-83.

The new requirements will apply fall 1982 and thereafter to new students entering the University with fewer than 30 credit hours; the new requirements will apply to **all** students fall 1985 and thereafter.

#### Group Requirements: Plan I

Effective fall term, 1982, students admitted to the University of Oregon with 0-29 credit hours must satisfy group requirements from the courses listed in Plan I. Effective fall term 1985, **all** entering students, including transfer students, must satisfy the new group requirements in Plan I. (See Plan II below for requirements to be met by students formally admitted and enrolled with 30 or more credit hours 1982-1984.)

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

Plan I: For students in professional schools and colleges except Business Administration:

(1) Twelve approved group-satisfying courses distributed among the three groups (Arts and Letters, Social Sciences, Sciences) with no fewer than three courses in each group. All group-satisfying courses must be at least 3 credit hours and must be selected from the list below.

(2) The twelve courses must include two approved clusters (three related one-term courses) selected from two groups and from outside the student's major department at the time of graduation.

Plan I: For students in the College of Arts and Sciences and the College of Business Administration:

(1) Eighteen approved group-satisfying courses distributed among the three groups with six in each group. All group-satisfying courses must be at least three credits and must be selected from the list below.

(2) The eighteen courses must include three approved clusters (three related one-term courses) selected from outside the student's major department at the time of graduation; there must be one cluster from each group.

Each additional major in the College of Arts and Sciences will reduce the student's required number of clusters by one; however, the total number of group satisfying courses will not be reduced.

No more than three courses from any one department may be used to satisfy the group requirement.

#### Group I: Arts and Letters

##### CLASSICS

Grk 301, 302, 303. Authors: [Term Subject]  
Lat 301, 302, 303. Authors: [Term Subject]  
Cl 301. Literature: Greek Epic  
Cl 302. Literature: Greek Tragedy

CI 303. Literature: Greek Philosophy  
 CI 304. Classical Comedy  
 CI 305. Latin Literature  
 CI 321. Classic Myths  
 Cluster (any three): CI 301, 302, 303, 304, 305

#### COMPARATIVE LITERATURE

CLit 201, 202, 203. Comparative Literature:  
 Epic, Drama, Fiction  
 Cluster: CLit 201, 202, 203

#### EAST ASIAN LANGUAGES

Chn 201, 202, 203. Second-Year Chinese  
 Chn 301. Early Chinese Literature  
 Chn 302. Medieval Chinese Literature  
 Chn 303. Late Traditional Chinese Literature  
 Chn 304. Twentieth-Century Chinese Literature  
 Chn 330, 331, 332. Chinese Composition and  
 Conversation  
 Jpn 204, 205, 206. Second-Year Japanese  
 Jpn 301, 302, 303. Introduction to Japanese  
 Literature  
 Jpn 327, 328, 329. Japanese Composition and  
 Conversation  
 Clusters (any three): Chn 301, 302, 303, 304  
 Jpn 301, 302, 303

#### ENGLISH

Eng 104, 105, 106. Introduction to Literature  
 Eng 107, 108, 109. World Literature  
 Eng 151. Introduction to Black Literature  
 Eng 201, 202, 203. Shakespeare  
 Eng 204, 205, 206. Survey of English Literature  
 Eng 240. Introduction to Native American  
 Literature  
 Eng 250. Introduction to Folklore and Myth  
 Eng 253, 254, 255. Survey of American  
 Literature  
 Eng 260. Introduction to Women Writers  
 Eng 301. Tragedy  
 Eng 302. Romance  
 Eng 303. Epic  
 Eng 304. Comedy  
 Eng 305. Satire  
 Eng 310. Black Prose  
 Eng 311. Black Poetry  
 Eng 312. Black Drama  
 Eng 321, 322, 323. English Novel  
 Eng 391, 392, 393. American Novel  
 Eng 394, 395, 396. Twentieth-Century  
 Literature  
 Clusters: Eng 104, 105, 106  
 Eng 107, 108, 109  
 Eng 201, 202, 203  
 Eng 204, 205, 206  
 Eng 253, 254, 255  
 Eng 301, 302, 303, 304, 305 (any  
 three)  
 Eng 394, 395, 396

#### GERMANIC LANGUAGES AND LITERATURES

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

Scan 204, 205, 206. Second-Year Norwegian  
 Scan 207, 208, 209. Second-Year Swedish  
 Scan 351. Ibsen to Hamsun in Translation  
 Scan 352. August Strindberg to Ingmar  
 Bergman in Translation  
 Scan 353. Readings in Translation: Scandina-  
 vian Literature and Society  
 Scan 354, 355, 356. Third-Year Norwegian  
 Scan 357, 358, 359. Third-Year Swedish  
 Clusters: Ger 250, 251, 252  
 Ger 301, 302, 303  
 Scan 351, 352, 353

#### HUMANITIES

Hum 101, 102, 103. Introduction to the  
 Humanities I, II, III  
 Cluster: Hum 101, 102, 103

#### LINGUISTICS

Ling 150. Structure of English Words  
 (no clusters)

#### PHILOSOPHY

Phi 201. Elementary Ethics  
 Phi 202. Introduction to Theory of Knowledge  
 Phi 203. Introduction to Metaphysics  
 Phi 204. Introduction to Philosophy of Religion  
 Phi 210. Free Will and Determinism  
 Phi 212. Existentialism  
 Phi 222. Elementary Aesthetics  
 Phi 301, 302, 303. History of Ancient Philoso-  
 phy  
 Phi 304, 305, 306. History of Modern Philoso-  
 phy  
 Clusters (any three): Phi 201, 202, 203, 204  
 Phi 301, 302, 303  
 Phi 304, 305, 306

#### ROMANCE LANGUAGES

French  
 Fr 201, 202, 203. Second-Year French  
 Fr 301, 302, 303. Introduction to French Litera-  
 ture  
 Fr 304, 305, 306. The French Novel  
 Fr 317. French Poetry  
 Fr 318. Contemporary French Theater  
 Fr 319. Baudelaire, Verlaine, Rimbaud  
 Fr 320. Short Fiction  
 Fr 321, 322, 323. French Composition and  
 Conversation  
 Clusters: Fr 301, 302, 303  
 Fr 317, 318, 320

#### Italian

It 204, 205, 206. Second-Year Italian  
 It 307, 308, 309. Survey of Italian Literature  
 It 374, 375, 376. Italian Composition and Con-  
 versation  
 It 377, 378, 379. Introduction to Italian Litera-  
 ture  
 Cluster: It 307, 308, 309

#### Spanish

Span 207, 208, 209. Second-Year Spanish  
 Span 311. Introduction to the Reading of  
 Spanish Literature  
 Span 312. Medieval Spanish Literature  
 Span 313. The Golden Age  
 Span 314. Modern Spanish Literature  
 Span 315. Spanish-American Literature  
 Span 328. Chicano Literature  
 Span 347, 348, 349. Spanish Composition and  
 Conversation  
 Span 360. Cervantes  
 Cluster: Span 311 and any two of 312, 313,  
 314, 315, 360

#### RUSSIAN

Russ 201, 202, 203. Second-Year Russian  
 Russ 204, 205, 206. Introduction to Russian Lit-  
 erature

Russ 207, 208, 209. Great Russian Novels,  
 Short Stories, Plays  
 Russ 316, 317, 318. Third-Year Russian  
 Clusters: Russ 204, 205, 206  
 Russ 207, 208, 209

#### SPEECH

RhCm 301, 302, 303. Theory and Literature of  
 Rhetoric  
 ToF 255, 256, 257. History of The Motion Pic-  
 ture  
 ToF 292, 293, 294. The Great Filmmakers  
 TA 271, 272, 273. Introduction to Theater Arts  
 TA 367, 368, 369. History of the Theater I, II, III  
 Clusters: RhCm 301, 302, 303  
 ToF 255, 256, 257  
 TA 271, 272, 273

#### ART HISTORY

ArH 201, 202, 203. Survey of the Visual Arts  
 ArH 204, 205, 206. History of Western Art  
 ArH 207, 208, 209. History of Oriental Art  
 Clusters: ArH 201, 202, 203  
 ArH 204, 205, 206  
 ArH 207, 208, 209

#### MUSIC

Mus 125. Basic Music  
 Mus 201, 202, 203. Introduction to Music and  
 Its Literature  
 Mus 258. Music in World Cultures  
 Mus 270. Survey of Jazz in the USA  
 Cluster: Mus 201, 202, 203

#### INTERDEPARTMENTAL ARTS AND LETTERS CLUSTER

Italian Art and Literature:  
 It 307, 308. Survey of Italian Literature  
 ArH 205. History of Western Art

#### Group II: Social Science

##### ANTHROPOLOGY

Anth 107. Introduction to Archaeology  
 Anth 108. Introduction to Cultural Anthropology  
 Anth 109. Introduction to Language and Cul-  
 ture  
 Anth 215. Archaeological Analysis and Inter-  
 pretation  
 Anth 301. Ethnology of Hunters and Gatherers  
 Anth 302. Ethnology of Tribal Societies  
 Anth 303. Ethnology of Peasant Societies  
 Anth 350. Asian and Pacific Archaeology  
 Clusters: Anth 107, 108, 109  
 Anth 301, 302, 303

##### ECONOMICS

Ec 101. Economics of Current Social Issues  
 Ec 201, 202, 203. Introductory Economic Anal-  
 ysis  
 Ec 311. Money and Banking  
 Ec 315. Urban Economic Problems  
 Ec 329. Introduction to Public Economics  
 Ec 332. Issues in Resource Economics  
 Ec 333. Issues in Environmental Economics  
 Ec 335. Human Capital: Problems and Issues  
 Ec 340. Introduction to International Economics  
 Ec 344. Labor Market Issues  
 Ec 350. The Market System and its Critics  
 Ec 357. Problems and Issues in the Developing  
 Economies  
 Ec 360. Private Industry and Public Policy  
 Ec 370. The Evolution of Economic Ideas  
 Ec 390. The Rise of the Western Economies  
 Cluster: Ec 201, 202, and any one of the 300-  
 level courses

##### ETHNIC STUDIES

ES 101. Ethnic Groups in American Society  
 ES 102. Ethnic Groups and Contemporary  
 America  
 ES 103. Ethnic Groups and the American Ex-  
 perience  
 (no clusters)

**GEOGRAPHY**

Geog 103. Landscape, Environment, and Culture  
 Geog 105. Urban Environment  
 Geog 201. Geography of Europe  
 Geog 202. Geography of Latin America  
 Geog 203. Geography of Asia  
 Geog 204. Geography of the Soviet Union  
 Geog 205. Geography of Africa  
 Geog 206. Geography of Oregon  
 Geog 207. Geography of the United States  
 Geog 208. Geography of Eastern Europe  
 Cluster: Geog 103, 105, and one of 201-208

**HISTORY**

Hst 101, 102, 103. History of Western Civilization  
 Hst 104, 105, 106. The Making of Modern Europe  
 Hst 201, 202, 203. History of the United States  
 Hst 216. War and the Modern World  
 Hst 221, 222, 223. Afro-American History  
 Hst 290. Foundations of East Asian Civilization  
 Hst 291. China, Past and Present  
 Hst 292. Japanese Society Past and Present  
 Hst 301, 302, 303. Europe Since 1789  
 Hst 304, 305, 306. English History  
 Hst 321, 322. History of American Foreign Relations since 1941  
 Hst 331. Perceptions and Roles of Women from the Greeks through the 17th Century  
 Hst 332. Woman and Social Movements in Europe from 1750 to the Present  
 Hst 350, 351, 352. Hispanic America  
 Clusters: Hst 101, 102, 103  
           Hst 201, 202, 203  
           Hst 290, 291, 292  
           Hst 301, 301, 303  
           Hst 350, 351, 352

**LINGUISTICS**

Ling 290. Introduction to Linguistics  
 Ling 311. Languages of the World  
 (no clusters)

**PHILOSOPHY**

Phi 205. Contemporary Moral Issues  
 Phi 307, 308. Social and Political Philosophy  
 Phi 325, 326. Philosophy of Language  
 Phi 339, 340. Introduction to Philosophy of Science  
 (no clusters in this group)

**POLITICAL SCIENCE**

PS 101. Modern World Governments  
 PS 201. American Government  
 PS 203. State and Local Government  
 PS 205. International Relations  
 PS 207. Introduction to Political Science  
 PS 225. Political Ideology  
 PS 321. Introduction to Political Analysis  
 PS 322. Introduction to Comparative Politics  
 PS 325. American Foreign Policy  
 PS 330. Introduction to Political Theory  
 PS 340. Introduction to Public Policy  
 PS 351. Introduction to Public Administration  
 Clusters: PS 201, 203, 340  
           PS 207, 321, 330

**PSYCHOLOGY**

Psy 201. Introduction to Psychology  
 Psy 214. Personality  
 Psy 215. Developmental Psychology  
 Psy 216. Social Psychology  
 Psy 357. Pseudopsychologies  
 Cluster (any three): Psy 201, 214, 215, 216

**RELIGIOUS STUDIES**

R 201, 202, 203. Great Religions of the World  
 R 301. Religions of India  
 R 302. Chinese Religions

**R 303. Japanese Religions**

R 311, 312, 313. The Bible and Ancient Civilization  
 R 321, 322, 323. History of Christianity  
 R 324, 325. History of Eastern Christianity  
 Clusters: R 201, 202, 203  
           R 301, 302, 303

**SOCIOLOGY**

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

**SPEECH**

RhCm 321. The Logic of Argument  
 RhCm 322. Persuasion  
 RhCm 323. Group Communication  
 TcF 241. Introduction to the Electronic Mass Media  
 (no clusters in this group)

**WOMEN'S STUDIES**

WSt 101. Introduction to Women's Studies  
 (no clusters)

**INTERDEPARTMENTAL SOCIAL SCIENCE CLUSTER**

International Relations (any three):  
 Hst 321, 322. History of American Foreign Relations since 1941  
 PS 205. International Relations  
 PS 325. American Foreign Policy

**Group III: Sciences****ANTHROPOLOGY**

Anth 104. Introduction to Physical Anthropology  
 Anth 105. Introduction to Monkeys and Apes  
 Anth 106. Introduction to Human Sociobiology  
 Anth 223. Human Adaptation  
 Anth 322. Human Biological Variation  
 Cluster: Anth 104, 105, 106

**BIOLOGY**

Bi 101. Life of the Cell  
 Bi 102. Human Reproduction and Development  
 Bi 103. Human Circulatory System  
 Bi 104. Biology of Cancer  
 Bi 105. The Physical Basis of Life  
 Bi 106. Biology, Ethics, and Society  
 Bi 111. How Nervous Systems Work  
 Bi 115. Introduction to Animal Behavior  
 Bi 126. Principles of Evolution  
 Bi 130. Plants in Action  
 Bi 131. Plant Diversity  
 Bi 132. Our Moldy Earth  
 Bi 139. Freshwater Biology  
 Bi 155. Fishes: A Resource  
 Bi 156. Natural History of Birds  
 Bi 171. Marine Biology  
 Bi 191. The Diversity of Animal Life  
 Bi 192. The Nature of Animal Life  
 Bi 193. The Nature of Plant Life  
 Bi 201. Molecular Basis of Life

**Bi 202. Biology of Cells**

Bi 203. Plant Biology  
 Bi 204. Animal Biology  
 Bi 222. Human Genetics  
 Bi 232. Economic Botany  
 Bi 233. Flowering Plants  
 Bi 234. Experimental Botany  
 Bi 242. Paleobiology and Evolution of Plants  
 Bi 272. Introduction to Ecology  
 Clusters: Bi 102, 103, 104, 222 (any three)  
           Bi 126, 272 and one of 115, 232  
           Bi 191, 192, 193  
           Bi 201, 202, 203, 204 (any three)

**CHEMISTRY**

Ch 101, 102, 103. Survey of General, Organic and Biochemistry  
 Ch 104, 105, 106. General Chemistry  
 Ch 121. Chemistry, Nutrition, and World Food  
 Ch 123. Chemical Origins of Life  
 Ch 204, 205, 206. General Chemistry  
 Clusters: Ch 101, 102, 103  
           Ch 104, 105, 106  
           Ch 204, 205, 206

**COMPUTER AND INFORMATION SCIENCE**

CIS 121. Concepts of Computing  
 CIS 133. Introduction to Numerical Computation  
 CIS 201, 203. Introduction to Computer Science I, II  
 CIS 234. Advanced Numerical Computation (no clusters)

**GEOGRAPHY**

Geog 101. The Natural Environment  
 Geog 301. Geomorphology  
 Geog 302. Climatology  
 Geog 303. Biogeography  
 Cluster: Geog 301, 302, 303

**GEOLOGY**

Geol 101. General Geology: The Face of the Earth  
 Geol 102. General Geology: The Earth's amic Interior  
 Geol 103. General Geology: Earth History  
 Geol 201, 202, 203. General Geology  
 Geol 291. Rocks and Minerals  
 Geol 293. Mountains and Glaciers  
 Geol 301. Fossils and the Origins of Life  
 Geol 302. Fossil Dinosaurs and Lower tebrates  
 Geol 303. Fossil Mammals  
 Geol 321. Mineral Resources and the Environment  
 Geol 351. Volcanoes and Earthquakes  
 Geol 352. Geology of Oregon and the Pacific Northwest  
 Geol 353. Oceanography  
 Geol 354. Geology of the Moon and the Planets  
 Clusters: Geol 101, 102, 103  
           Geol 201, 202, 203  
           Geol 301, 302, 303  
           Geol 351, 352, 353

**MATHEMATICS**

Mth 150. Introduction of Probability  
 Mth 151. Combinatorics  
 Mth 152. Mathematical Symmetry  
 Mth 153. Introduction to Game Theory  
 Mth 154. Mathematical Milestones  
 Mth 156. Concepts of Statistics  
 Mth 157. Elementary Theory of Numbers  
 Mth 158. Introduction to Matrix Algebra  
 Mth 201, 202, 203. Calculus  
 Mth 207, 208, 209. Calculus for the Non-physical Sciences  
 Mth 231, 232. Elements of Discrete Mathematics  
 Clusters: Mth 201, 202, 203  
           Mth 207, 208, 209

**PHYSICS**

Ph 101, 102, 103. Essentials of Physics  
 Ph 104, 105, 106. Descriptive Astronomy  
 Ph 108, 109. Elementary Astronomy  
 Ph 112. Space, Time, and Motion  
 Ph 114. Physics of Energy and Environment  
 Ph 115. The Energy Laboratory  
 Ph 116. The Sun as a Future Energy Source  
 Ph 117. Elementary Electricity  
 Ph 118. Physics of Light and Color  
 Ph 120. Frontiers in Astronomy  
 Ph 121. Lasers  
 Ph 131. Physics of Sound and Music  
 Ph 154, 155, 156. Physical-Science Survey  
 Ph 201, 202, 203. General Physics  
 Ph 211, 212, 213. General Physics (with Calculus)  
 Ph 220. Cosmology  
 Clusters: Ph 101, 102, 103  
           Ph 104, 105, 106  
           Ph 108, 109, 120  
           Ph 114, 115, 116  
           Ph 154, 155, 156  
           Ph 201, 202, 203  
           Ph 211, 212, 213

**PSYCHOLOGY**

Psy 211. Sensation and Perception  
 Psy 212. Learning, Thinking, and Conditioning  
 Psy 213. Introduction to Physiological Psychology  
 Psy 361. Psychology of Visual Art  
 Cluster: Psy 211, 212, 213

**INTERDEPARTMENTAL SCIENCE CLUSTERS**

Origins (any three):

Bi 126. Principles of Evolution  
 Bi 242. Paleobiology and Evolution of Plants  
 Ch 123. Chemical Origins of Life  
 Geol 301. Fossils and the Origin of Life

Human Biology:

- (1) either Anth 104. Introduction to Physical Anthropology  
       or Bi 102. Human Reproduction and Development
- (2) and Bi 222. Human Genetics and
- (3) either Anth 223. Human Adaptation  
       or Anth 322. Human Biological Variation

**Group Requirements: Plan II**

Students who are admitted to the University of Oregon with 30 or more credit hours will be permitted to satisfy the group requirements listed in Plan II through Summer 1985. (Students entering in 1982 and thereafter with fewer than 30 credit hours see Plan I.)

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. (Majors in Business Administration new to the University fall 1983 and thereafter must complete the group requirements of the College of Arts and Sciences.)

**Special Provisions for Group-Satisfying Courses**

- (1) Courses must be 3 credit hours or more.
- (2) Courses must be numbered 100-499, exclusive of 199, 200, 400-410, first-year language courses, and Mathematics 100.
- (3) Writing courses below 200 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 group 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 above)  
 Comparative Literature  
 East Asian Languages (except as noted above)  
 Germanic Languages and Literatures (except as noted above)  
 Honors College 101, 102, 103, 211, 212, 213  
 Humanities  
 Linguistics 150, 151 (not offered beginning fall 1982)  
 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, 437, 439, 440, 441, 442, 443, 447, 448  
 Religious Studies 111, 431 (effective fall 1979)  
 Romance Languages (except as noted above)  
 Russian (except as noted above)  
 Speech

**Social Sciences 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, 453  
 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 Woman's Studies

**Sciences Group**

Anthropology 104 (formerly Anth 101), 105, 106, 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, 301, 302, 303, 482, 487, 489  
 Geology  
 Honors College 207, 208, 209  
 Linguistics 290, 411, 421, 430, 450, 451, 452, 460  
 Mathematics (except Mth 100)  
 Physics  
 Psychology 211, 212, 213, 217, 218, 219 (and courses of at least 3 credit hours numbered 302-350 and 430-450)

**Requirements for Bachelor of Arts and Bachelor of Science**

Students must choose to graduate with a specific degree (for example, Bachelor of Arts in Chemistry or Bachelor of Science in Chemistry; Bachelor of Business Administration or Bachelor of Science in Business Administration) see listing of degrees, page 14).

**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 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, 453, 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, 301, 302, 303, 482, 487, 489; Geology; Honors College 207, 208, 209; Linguistics 290 (moved to social science field effective fall 1982), 411, 421, 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 by the University of Oregon, or an additional 45 credit hours in residence if the prior baccalaureate degree was awarded by another institution.

- (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 75 percent of all work completed must be passed with grades of A, B, C, P.
- (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; it also offers important information necessary for completing the registration process for each term.

Also listed in the booklet are important 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 abbreviated versions of the Student Conduct Code, the Student Records Policy, grievance procedures, and other policies relevant to a student's welfare and academic career.

## Registering for Classes

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

Students planning to register in a term of the regular academic year after an absence of a term or more must notify the Office of 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. 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 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 the Office of Admissions, and from the Office of Academic Advising and Student Services.

### 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.

### College Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College Entrance 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 may fulfill a portion 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 formally registering in the courses:

- (1) The student's petition to the Academic Requirements Committee (available through the Registrar's Office) must have the approval of the individual faculty member administering the test and 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 may request that the credit be recorded with a grade of Pass (P—satisfactory) or Graded (A, B, C, D) (consistent with options as listed in the *Time Schedule of Classes*).
- (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, first-year foreign languages, and Mth 100.

(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 University Continuation Center, 333 Oregon Hall, telephone (503) 686-5614.



# Tuition and Fees

**First Floor Oregon Hall**

**Telephone 686-3166**

**W. N. McLaughlin, Director, Business Affairs**

**D. L. Thomas, Assistant Business Manager**

**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, 1981-82, the health service fee was \$29.50, the incidental fee was \$44.00, the building fee was \$12.50, and the gym activities fee was \$3.00. The fees are subject to change for 1982-83.

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 at reduced rates; use of gymnasium equipment (including gymnasium suits and laundry service) for a physical education course; 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 for tuition are tentative. When this catalog went to press, the Oregon State Board of Higher Education had not yet approved the tuition for the 1982-83 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 .....	\$413.00
Part-time registration (one term):	
1 credit hour .....	88.50
2 credit hours .....	115.50
3 credit hours .....	142.50
4 credit hours .....	169.50
5 credit hours .....	196.50
6 credit hours .....	223.50
7 credit hours .....	253.50
8 credit hours .....	285.50
9 credit hours .....	317.50
10 credit hours .....	347.50
11 credit hours .....	380.50
Over full-time registration (per credit hour, one term) .....	27.00

**Undergraduate Tuition: Nonresident**

Full-time registration (one term):	
12-21 credit hours .....	\$1,256.00
Part-time registration (one term):	
1 credit hour .....	158.50
2 credit hours .....	255.50
3 credit hours .....	352.50
4 credit hours .....	449.50
5 credit hours .....	546.50
6 credit hours .....	643.50
7 credit hours .....	745.50
8 credit hours .....	847.50
9 credit hours .....	950.50
10 credit hours .....	1,051.50
11 credit hours .....	1,154.50
Over full-time registration (per credit hour, one term) .....	97.00

**Graduate Tuition Resident Nonresident**

Full-time registration (one term):		
9-16 credit hours .....	\$600.00	\$945.00
Part-time registration:		
1 credit hour .....	118.50	156.50
2 credit hours .....	175.50	251.50
3 credit hours .....	232.50	346.50
4 credit hours .....	289.50	441.50
5 credit hours .....	346.50	536.50
6 credit hours .....	403.50	631.50
7 credit hours .....	473.50	739.50
8 credit hours .....	536.50	841.50
Over full-time registration (per credit hour): .....	57.00	95.00

**Law School Tuition**

Full-time registration (one semester):		
9-16 credit hours .....	\$1,100.50	\$1,617.50
1 credit hour .....	200.50	257.25
2 credit hours .....	308.25	422.25
3 credit hours .....	416.25	586.25
4 credit hours .....	524.25	751.25
5 credit hours .....	632.25	916.25
6 credit hours .....	740.25	1,080.25
7 credit hours .....	864.25	1,264.25
8 credit hours .....	981.25	1,439.25
Over full-time registration (per credit hour): .....	86.00	143.00

**General Deposit**

All persons who enroll for academic credit (except Community Education students, staff members, and auditors) must make a general deposit of \$50.00 payable at the time of registration. The deposit is required for protection of the University against loss of or damage to institutional property such as laboratory equipment, uniforms, library books, 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 22 of this catalog. A separate \$50.00 deposit is required of all residence hall tenants.

**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. 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 (including general deposit), 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: \$25.00.** 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: \$10.00 plus.** Students who register late will be charged a late-registration fee of \$10.00 for the first late day plus \$2.00 for each late day thereafter. Registration paid by a returned check is subject to a \$7.50 returned check charge as well as the late registration fine to the day the check is paid. The regulation applies to both full-time and part-time students. Late-registration fee policy is on file at the business office, Oregon Hall. The last day in each term to register and pay fees without penalty is fall, September 29, 1982; winter, January 7, 1983; spring, April 1, 1983.

**Change of Program: \$3.00.** 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-\$5.00.** 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 Paid Tuition: \$2.00.**

**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 charge is imposed on the writer of any check that is returned to the University by the bank. Exceptions are bank error or University error. If not paid within 30 days, returned checks may be subject to a fine of \$100.00 to \$500.00.

**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: \$9.00 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 residence halls 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 and health service 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.

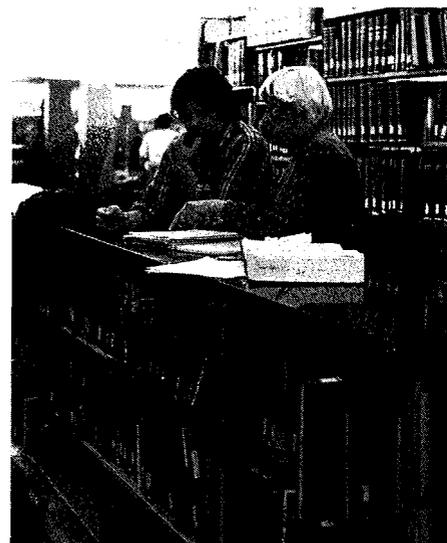
For complete withdrawal, obtain withdrawal forms from the Office of Academic Advising and Student Services, 164 Oregon Hall.

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 \$50.00 general deposit, less any deduction for outstanding debts, 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.



# Financial Aid for Students

**260 Oregon Hall**  
**Telephone 686-3221**  
**Edmond Vignoul, Director**  
**E. Carol Richard, Assistant Director**  
**Emmett Williams, Coordinator,**  
**Job Location and Development**  
**Counselors:**  
**Marilyn Bader**  
**Elizabeth Bickford**  
**James Gilmour**  
**Kevin O'Leary**  
**Charlene Simpson**

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 following table were the tuition and fees for a full-time student in 1981-82. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education, and may be increased for 1982-83. Details about tuition and fees for 1982-83 are on page 21.**

Student Classification	One Term	Three Terms
Undergraduate		
Resident .....	\$ 364.00	\$1,190.00*
Undergraduate		
Nonresident .....	1,256.00	3,768.00
Graduate Resident .....	551.00	1,751.00*
Graduate Nonresident ..	945.00	2,835.00
Graduate Assistant .....	89.00	267.00
Law Resident		
(Semester) .....	1,026.00	2,126.00*
Law Nonresident		
(Semester) .....	1,617.00	3,234.00

\*The \$49.00 per term (\$74.00 per semester for Law School) surcharges for resident students for winter and spring terms and spring semester, 1982, are included.

The expenses in the following tables are those used in the budgets established by the Office of Student Financial Aid to estimate a student's educational cost for the 1982-83 academic year.

Meals and Housing	One Term	Three Terms
Single Commuter (living with parents) .....	\$ 366.00	\$1,100.00
Single (living in University residence halls) .....	750.00	2,250.00
Single (living off-campus) .....	840.00	2,520.00
Single Parent (living off-campus) .....	1,260.00	3,780.00
Single Parent (living in Westmoreland or Amazon family housing) .....	885.00	2,655.00
Married (living off-campus) .....	1,680.00	5,040.00
Married (living in Westmoreland or Amazon family housing) .....	1,245.00	3,735.00

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

### 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 transportation allowance for one roundtrip airfare or railfare is added to the budget of a dependent nonresident student.

An annual general deposit of \$50.00 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 1981-82 ranged from \$1,952 to \$3,291. Cooperative housing costs were approximately \$200 less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher than 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 Pell 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, a copy of the Financial Aid Form and need analysis from the College Scholarship Service (and financial aid records, if any) must be in the Office of Student Financial Aid on or before March 1, prior to the academic year for which the student is applying.

## 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 attending 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 1982-83 academic year is based on resources earned during summer 1982 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 \$300 per term, or earnings minus taxes and 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 \$300 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 \$300 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; "in kind" value for services in exchange for food and housing.

**Spouse's Contribution.** For the 1982-83 academic year, the expected contribution from a spouse who is not attending school is based on resources earned and received during summer 1982 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 one-half the appropriate budget amount for meals and housing and miscellaneous personal expenses.

**Parents' Contribution.** Parental contributions for the 1982-83 academic year are based on parents' income and assets for 1981. 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), based on the aid programs for which the student is eligible. The Office of Student Financial Aid attempts to meet each student's financial aid eligibility. When that becomes impossible because of limited funds, students are advised of other sources of financial aid.

#### Undergraduates

Pell Grants, University scholarships 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 Pell Grant but has not submitted a Student Aid Report to the Office of Student Financial Aid, an estimate of the amount of the Pell Grant will be included in the award. When the Student Aid Report, and any other necessary documents are filed, the financial aid package will be revised to include the actual amount of the Pell Grant.

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

Students may not receive assistance from the Pell 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 Pell 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 Sup-

plemental 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.

**Please note:** Federal and state regulations are subject to change and may affect current policies and procedures.

### Notification of Financial Aid

Notification of financial aid eligibility will be mailed in early June to all students who have supplied the necessary information to the Office of Student Financial Aid on or before March 1. Notifications will be mailed during the summer to all those students who have supplied the necessary information between March 2-31, or in April, May, June, or July. Notifications to students may be delayed pending notice of appropriations from the federal government.

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 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 Northern Mariana Islands or 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 Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study Program, the National Direct Student Loan, the Guaranteed Student Loan, and

the State Need Grant and Cash Award, all of which are described below.

#### **Pell Grant**

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

To be eligible for a Pell Grant, a student must be admitted to the University 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 the student's aid index and allowable educational expenses. The grant is reduced proportionately if the student is enrolled for less than 12 hours per term (full-time).

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

To apply for a Pell Grant in addition to other federal aid, students must use the Financial Aid Form. To apply for the Pell Grant only, students must use an Application for Federal Aid (AFSA). Both applications are available in the Office of Student Financial Aid. Students are sent a Student Aid Report from the Pell Grant Program stating whether or not they are eligible. To receive the grant, eligible students must send at least two copies of the Student Aid Report and any other required documents to the Office of Student Financial Aid.

#### **Supplemental Educational Opportunity Grant (SEOG)**

Supplemental grants, which need not be repaid, are for undergraduates. 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 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.

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 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 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. Interest on loans made on or after October 1, 1981, is charged during the repayment period at the rate of 5 percent per year on the unpaid balance.

Repayment of an NDS Loan that is not delinquent or in default may be deferred if a borrower is enrolled at least half-time in an eligible institution. An NDS Loan made on or after October 1, 1980 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.

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.

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

Money available for 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.

#### **Guaranteed Student Loans (GSL)**

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 from families earning more than \$30,000 per year must demonstrate need to qualify for a GSL. All applicants must complete a needs test and the University of Oregon GSL supplemental information form in addition to the GSL application.

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 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. For loans made on or after October 1, 1981, the minimum monthly payment is \$50. For outstanding loans made prior to that date the minimum monthly payment is \$30. The maximum repayment period is ten years. However, the actual amount of payments and the length of the repayment period depend upon the size of the debt and the arrangements with the lender. The federal government pays the interest until repayment begins. Borrowers will be assessed a 5 percent origination fee to offset a portion of the federal interest contribution in addition to a finance charge for each loan and extension.

**Deferring Repayment.** Repayment of a GSL which is not in default may be deferred if the borrower is enrolled full time at an eligible institution. Further information should be obtained from the lender about deferment for active duty in the United States Armed Forces or U.S. Public Health Service; volunteer service in the Peace Corps or comparable programs as designated by Title I Domestic Volunteer Service Act of 1973; pursuit of but inability to find full-time employment in the United States; study under an eligible rehabilitation program for disabled individuals; service in an eligible internship program; and about deferment during a period when the borrower is temporarily totally disabled or is unable to secure employment because of caring for a spouse who is temporarily totally disabled.

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

Applications for the Oregon Guaranteed 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.** (1) Complete the appropriate application. (2) Submit the application needs test and supplemental information forms to the Office of Student Financial Aid. (Students having any other type of financial aid must see a financial aid counselor to determine eligibility for additional assistance.) (3) After 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. Eight to twelve weeks are required to process these loans.

**Please note:** The Pell Grant, SEOG, CWS, NDSL, and GSL programs are being reviewed by the federal government and are subject to change and elimination. The most current information on these programs is available in the Office of Student Financial Aid, 260 Oregon Hall.

#### **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.

## **Scholarships**

### **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 whose members are faculty and students. 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 nonrestrictive sources. If not enough scholarship monies are available through nonrestrictive sources for members of one sex, the University is required either to obtain funds from other sources or to limit awards from the sex-restricted sources.

### **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/NMSQT in their junior year. This test is usually offered during October.

## **University Long-Term Loans**

Funds for these loans have been provided by alumni and other friends of the University. To be eligible for a University long-term loan, a student must have completed satisfactorily at least one term at the University and must provide two qualified co-signers. (Members of the University faculty and staff and students may not co-sign.) Borrowing limits are \$500 for freshmen and sophomores, \$1,000 for junior and seniors, and \$1,200 for graduate students. No student may borrow more than a total of \$1,200 from this program.

The interest rate is five percent per year until the student is no longer enrolled at least half-time. Then the interest rate becomes seven percent on the unpaid balance until the loan is paid in full. Repayment, in equal monthly installments over 24 months, begins the first day of the fourth month after termination of enrollment.

To apply for a University long-term loan, a student must make an appointment with a financial aid counselor. The loans are processed by the University Business Office in approximately eight weeks.

## **Student Employment**

Two of every three 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.

# Student Housing

**Walton Hall**  
**Telephone 686-4277**  
**Daniel A. Williams, Director**

University of Oregon 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. One section is 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. Some other complexes devote the living units entirely to one sex or the other, and several halls have entire floors reserved alternately for men or for women. 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; refrigerators available for extra charge.

### Residence Hall Costs

Rates\* for 1981-82, subject to change:

	Multiple Room and Board	Single Room and Board
Fall .....	\$ 877	\$1,140
Winter .....	586	760
Spring .....	489	634
Total .....	1,952	2,534

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

Fall .....	\$1,140	\$1,481
Winter .....	760	987
Spring .....	634	823
Total .....	2,534	3,291

\*Included is \$4.00 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 1982-83 if costs exceed present estimates.

### Reservations and Contracts

Reservation forms are available from the Housing Department. Reservations should be made as soon as possible, and, 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 September 1 for fall term or at least fourteen calendar days before winter or spring term begins. Thirty-five dollars of the \$50.00 deposit will be refunded; \$15.00 of the deposit will be retained as a processing fee. If notification of cancellation is received after September 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, \$50; spring, \$25; 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 dinner, 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 \$111.00 and \$131.00 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 \$98.00 per month (subject to change), and includes water, cable TV service, and garbage service. Residents provide stoves and refrigerators; 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. All assignments are made on the basis of class level with graduate students having the first priority and undergraduates next priority. 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.

### 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 term basis and currently includes a \$70.00 security deposit.

All rental rates are subject to change by the Oregon State Board of Higher Education; the Board reserves the right to increase rates during the year when actual expenses of housing operations exceed budgeted expenses by 3 percent or more. Address inquiries to Housing Department, Walton Hall.

### Affiliated Housing

Information about fraternities and sororities affiliated with the University is available from the adviser to Student Living Organizations, 372 Oregon Hall (503) 686-3105.

### Cooperatives

Each of the four 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; Janet Smith Club, a coed house at 1790 Alder; and Philadelphia House, a men's living unit at 1883 University. All four are adjacent to the campus. Each cooperative 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 cooperatives 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 slightly higher than 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 during New Student Week, 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), Suite 5, 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, and Pi Beta Phi.

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 the Erb Memorial Union. 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.

# **Courses and Curricula**

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## **College of Arts and Sciences**

# College of Arts and Sciences

**114 Friendly Hall**

**Telephone 686-3902**

**Dean, Robert M. Berdahl**

**Associate Deans:**

**Alison Baker, Fiscal Affairs**

**Joseph Hynes, Undergraduate Studies**

**Arnulf Zweig, Academic Personnel**

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 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 designated 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 blue-print 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.

### General Studies Program for Premajors

The University recognizes that a majority of entering freshmen are tentative about identifying their eventual academic disciplines. Such

students are often called "premajors" or "undeclared." Generally, the first two years are for academic exploration, mostly but not exclusively among courses offered by the College of Arts and Sciences. Students should choose majors by the middle of the sophomore year. In the meantime, premajors tentatively inclined toward a Bachelor of Arts degree must remember that they will need two years of a foreign language. Students inclined toward sciences or certain professional schools need to incorporate mathematics.

Each department and program in the College, and every other School or College, offers advising by its own faculty for majors and premajors. The Office of Academic Advising and Student Services (in Oregon Hall) serves as "home" for premajors and ensures that they are assigned to faculty advisers in the College of Arts and Sciences.

The sample programs that follow are intended to give advice to premajors inclined, but not necessarily committed, to each of the main

areas of study in the College of Arts and Sciences (arts and letters, social sciences, sciences), and to some of the professional schools. These sample programs are not definitive. On the other hand, such examples have been designed to ensure that after two years a student will have completed virtually all University requirements and will be in a position to spend junior and senior years on the major and other upper-division study. For more specific advice, students are urged to consult the requirements of individual departments and schools as outlined in this catalog, and to seek out faculty advisers.

### Fields of Study and Special Programs in Arts and Sciences

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, international studies, 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 of 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.

### Sample Program: Social Sciences Freshman Year

#### FALL (16 HOURS)

Writing 121

Mathematics 101, 207, 208: College Algebra, Calculus for Non-Physical Sciences: 3 terms

or

Computer and Information Science 121, 131, 133: Concepts of Computing, Business Information Processing, Introduction to Numerical Computation: 3 terms

Art History

Literature

Music

Philosophy

Telecommunication and Film

Anthropology 107, 108, 109: Introduction to Archaeology, Cultural Anthropology, Language and Culture: 3 terms

Economics 201, 202: Introductory Economic Analysis; one additional 300-level course: 3 terms

Geography 103: Landscape, Environment, Culture; 105: Urban Environment; one additional course numbered 201-208: 3 terms

History 101, 102, 103: Western Civilization; 201, 202, 203: United States; 290, 291, 292: East Asian Civilization, China, Japan: 3 terms

Political Science 201: American Government; 203: State and Local Government; 340: Introduction to Public Policy: 3 terms

Psychology 201: Introduction to Psychology; 214: Personality; 215: Developmental Psychology; 216: Social Psychology: 201 plus any 2 others

Religious Studies 201, 202, 203: Great Religions of the World: 3 terms

Sociology 201: Introduction to Sociology; 206: Introduction to Social Psychology; 211: Social Deviancy and Social Control: 3 terms

or

Sociology 201; two additional courses numbered 210, 212, 213, 215: 3 terms

#### WINTER (14-16 HOURS)

Health Education

Calculus for Non-Physical Sciences:

#### SPRING (16 HOURS)

Writing 122

Choose one 3-term sequence or 3 courses.

Choose one 3-term sequence at introductory level.

Choose two 3-term sequences plus laboratories as indicated

### Sophomore Year

#### FALL (16-17 HOURS)

Arts and Letters Electives: 3 terms, possibly a sequence

Mathematics 207, 208, 209 (if not completed earlier): Calculus for the Non-Physical Sciences: 3 terms

or

Computer and Information Science 201, 202, 203: Introduction to Computer Science: 3 terms

Anthropology

Economics

Geography

History

Linguistics 290, 311

Political Science

Psychology

Religious Studies

Sociology

Natural Science: 3 appropriate courses

#### WINTER (16-17 HOURS)

#### SPRING (16-17 HOURS)

Choose one 3-term sequence.

Choose two additional introductory sequences, or any six courses, from the freshman-year listings or at an advanced level of disciplines already begun. The two sequences or six courses should be coordinated with the two sequences of social science courses taken in the freshman year.



### Sample Program: Sciences Freshman Year

FALL (17-20 HOURS)	WINTER (15-20 HOURS)	SPRING (17-20 HOURS)	
Writing 121	Health Education	Writing 122	
Mathematics 101, 102: College Algebra, Elementary Functions; 201, 202, 203: Calculus: 3 terms at appropriate level			
Art History			
Literature			
Music			
Philosophy			
Telecommunication and Film			
Biology 102, 103, 104, 222: Human Reproduction and Development, Circulatory System, Biology of Cancer, Human Genetics: any 3 terms			
Biology 201, 202, 203, 204: Molecular Basis of Life, Biology of Cells, Plant Biology, Animal Biology: any three terms			
Chemistry 104, 105, 106: General Chemistry: 3 terms			
Chemistry 107, 108, 109: General Chemistry Laboratory: 3 terms			
Computer and Information Science 121, 133, 201 and 203: Concepts of Computing, Introduction to Numerical Computing, Introduction to Computer Science I and II: any 3 terms			
Geology 101, 102, 103 or 201, 202, 203: General Geology: 3 terms			
Geology 104, 105, 106: General Geology Laboratory: 3 terms			
Physics 101, 102, 103: Essentials of Physics: 3 terms			
Physics 104, 105, 106: Descriptive Astronomy: 3 terms			
Physics 154, 155, 156: Physical Science Survey: 3 terms			
Physics 201, 202, 203: General Physics; or 211, 212, 213: General Physics with Calculus: 3 terms			
Physics 204, 205, 206: General Physics Laboratory: 3 terms			
			Choose one 3-term sequence at introductory level.
			Choose two 3-term sequences, plus laboratories as indicated.

### Sophomore Year

FALL (16-19 HOURS)	WINTER (16-19 HOURS)	SPRING (16-19 HOURS)	
Social Science Electives: 3 terms, possibly a sequence			
Social Science Sequence: 3 terms at introductory level			
Arts and Letters: 3 terms, possible a sequence			
Biology			
Chemistry			
Computer and Information Science			
Geology			
Physics			
			Choose two additional introductory sequences (plus appropriate laboratories), or any six courses, from the freshman-year listings or at an advanced level of disciplines already begun. The two sequences or six courses should be coordinated with the two sequences of science courses taken in the freshman year.

### Sample Program: Arts and Letters Freshman Year

FALL (17 HOURS)	WINTER (16-17 HOURS)	SPRING (16-17 HOURS)	
Writing 121	Health Education	Writing 122	
Foreign language (or literature) at appropriate level: 3 terms			
History 101, 102, 103: History of Western Civilization: 3 terms			
or			
History 290, 291, 292: East Asian Civilization, China, Japan: 3 terms			Choose one sequence.
English 104, 105, 106: Introduction to Literature (Fiction, Drama, Poetry): 3 terms			
or			
English 107, 108, 109: World Literature: 3 terms			Choose one sequence.
Mathematics or Computer Science or Natural Science: 3 courses, possibly a sequence			

### Sophomore Year

FALL (17 HOURS)	WINTER (16-17 HOURS)	SPRING (17 HOURS)	
Music 201, 202, 203 Introduction to Music and Its Literature: 3 terms			
Art History 201, 202, 203 Survey of the Visual Arts: 3 terms			
Art History 204, 205, 206 History of Western Art: 3 terms			
Art History 207, 208, 209 History of Oriental Art: 3 terms			
Telecommunication and Film 255, 256, 257 History of the Motion Picture: 3 terms			
Telecommunication and Film 292, 293, 294 The Great Filmmakers: 3 terms			
Philosophy 201, 202, 203, 204 Ethics, Theory of Knowledge, Metaphysics, Philosophy of Religion: any three terms			
Foreign language (or literature) at appropriate level: 3 terms			
History 304, 305, 306 History of England: 3 terms			
and			
English 204, 205, 206 Survey of English Literature: 3 terms			
or			
History 201, 202, 203 History of the United States: 3 terms			
and			
English 253, 254, 255 Survey of American Literature: 3 terms			
Mathematics or Computer Science or Natural Science: 3-term sequence at appropriate level			Choose one sequence.
			Choose one pair of sequences.

## Sample Programs for School of Architecture and Allied Arts

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 and regional planning. Each department of the school has a distinctive character. Nonmajor students interested in discovering the varied opportunities available within the School of Architecture and Allied Arts are encouraged to enroll in the following classes:

**Architecture:** Arch 451(G) Experiential Considerations in Design

**Interior Architecture:** IArc 224 Survey of Interior Design

**Landscape Architecture:** LA 225 Introduction to Landscape Architecture

**Urban and Regional Planning:** URP 350 Survey of Urban and Regional Planning

**Fine and Applied Arts:** Art 291 Drawing; Art 295 Basic Design; Art 297 Drawing and Modelling; ArtJ 257 Jewelry and Metalsmithing; ArtC 255 Ceramics; ArtP 290 Painting; ArtP 292 Watercolor; Arts 293 Elementary Sculpture; ArtW 256 Weaving.

**Art History:** ArH 201, 202, 203 Survey of the Visual Arts; ArH 204, 205, 206 History of Western Art; ArH 207, 208, 209 History of Oriental Art.

**Art Education:** ArE 320 Art in the Schools.

All departments of the school advise students to experience a studio art course (Drawing 291 is recommended) and to take at least one of the 200-level sequences in Art History.

All potential majors are urged to meet with a faculty member in the school for program recommendations, advising, and information about special policies for admission to the different professional programs. Several of the departments in the School of Architecture and Allied Arts have special advising sessions each term, to which all students are welcome.

Owing to the diversity of offerings in the School of Architecture and Allied Arts, students could select a wide range of programs of study in their first two years. The following course listings are samples. Courses may not be available every year or in the term as listed below. Consult a current schedule of classes for accurate course offerings.

### I. Sample Program for Interest in Environmental Design

(Architecture, Interior Architecture, Landscape Architecture, Urban and Regional Planning)

#### Freshman Year

FALL (14-16 HOURS)	WINTER (14-16 HOURS)	SPRING (14-16 HOURS)
Writing 121	Writing 122	Health Education 211
Art History: Survey of the Visual Arts; ArH 201 Spatial Arts	ArH 202 Two-Dimensional Arts	ArH 203 Plastic Arts
Science or Mathematics or Computer Science sequence: 3 terms*	LA 225 Introduction to Landscape Architecture	Elective
IArc 224 Survey of Interior Architecture	Art 295 Basic Design**	Art 291 Drawing***
Art 291 Drawing**		

#### Sophomore Year

FALL (15-16 HOURS)	WINTER (15-16 HOURS)	SPRING (15-17 HOURS)
Art History: a sequence in the history of architecture. LA 260 Understanding Landscapes	URP 350 Survey of Urban and Regional Planning	Arch 451(G) Experiential Considerations in Design
Social Science or Arts and Letters sequence: 3 terms* Additional three courses in any basic Group Requirement area* Additional Fine and Applied Arts Studio electives; e.g.,: ArtP 292 Watercolor	ArtP 381 Watercolor	Elective

### II. Sample Program for Interest in Art

(Art History, Art Education, Fine and Applied Arts)

#### Freshman Year

FALL (15-17 HOURS)	WINTER (15-17 HOURS)	SPRING (15-17 HOURS)
Writing 121	Writing 122	Health Education 211
Art History: history of western art ArH 204 Ancient Art	ArH 205 Medieval to Early Renaissance	ArH 206 Renaissance to Modern
Foreign language at appropriate level (French or German recommended): 3 terms* Social Science courses: 3 terms, possibly a sequence*	Art 295 Basic Design**	Art 297 Drawing and Modelling**
Art 291 Drawing**		

#### Sophomore Year

FALL (15-18 HOURS)	WINTER (15-18 HOURS)	SPRING (15-18 HOURS)
Art History: History of Oriental Art ArH 207 India	ArH 208 China	ArH 209 Japan
Foreign Language at appropriate level (French or German recommended): 3 terms* Science or Mathematics or Computer Science courses: 3 terms, possibly a sequence* Fine and Applied Arts studio electives Additional electives (History, Literature, other Architecture and Allied Arts courses); e.g.,: ArE 320 Art in the Schools	IArc 224 Survey of Interior Design	LA 225 Introduction to Landscape Architecture

\* The B.S. degree requires 36 hours of science or of social science.

The B.A. degree requires two years of foreign language, and a total of at least 36 hours in language and literature.

Each degree requires at least one 3-term sequence in two of the three areas: arts and letters, social sciences, sciences.

\*\* Or other Fine and Applied Arts studio course in student's area of interest.

### Sample Program for Possible Majors in Business Administration\*

#### Freshman Year

FALL (15-19 HOURS)	WINTER (15-19 HOURS)	SPRING (16-19 HOURS)
Writing 121	Health Education	Writing 122
BE 125: Environment of Business	RhCm 121 or 122	Elective**
<b>or</b>		
Mgmt 101: Introduction to Management		
Arts and Letters sequence: 3 terms**		
Social Science sequence: 3 terms (preferably sociology, or psychology, or anthropology)**		
Mathematics 100, 101, 207, 208, 209: one or more terms beginning at appropriate level**		
Electives (where schedule allows)**		

#### Sophomore Year

FALL (13-19 HOURS)	WINTER (13-19 HOURS)	SPRING (13-19 HOURS)
Complete Mathematics 207, 208, 209 for science sequence**		
Economics 201, 202, 375: 3-term sequence**		
BE226 Introduction to Law	Actg 221 Introduction to Accounting	DSc 230 Introduction to Business Statistics
Science: 3 terms, possibly a sequence**		
Arts and Letters: 3 terms, possibly a sequence**		
	Actg 260 Managerial Accounting (one term)	

\* The College of Business Administration specifies the same group requirements as the College of Arts and Sciences. This sample program will fulfill all of the University general requirements as well as the College of Business Conceptual Tools Core. A GPA of 2.75 is required for admission to the major. Potential majors should consult a business adviser as early as possible.

\*\* The B.S. degree required 36 hours of science or of social science.

The B.A. degree requires two years of foreign language, and a total of 36 hours in language and literature.

Each degree requires at least one 3-term sequence in each of the following areas: arts and letters, social sciences, sciences.

### Sample Program for Possible CSPA Majors

#### Freshman Year

FALL (18-19 HOURS)	WINTER (18-19 HOURS)	SPRING (18 HOURS)
Writing 121	Health (HES 211)	Writing 122
Speech: RhCm 121, 124, and 123 (or 323): 3 terms		
Sociology 201, 210, and 304 (or Political Science 230): 3 terms		
Political Science 100 American Government, and PS 203 State and Local Government		
<b>or</b>		
History 201, 202, 203 History of the U.S.; History 375 American Towns and Cities; History 376 The American City		3 terms
Mathematics 100 or 101	Political Science 205	Political Science 325
	<b>or</b>	
	History 321	History 322
Electives from American history, geography, anthropology, journalistic writing, psychology, sociology, political science, or field experience*:		
3 terms		

#### Sophomore Year

FALL (17-18 HOURS)	WINTER (17-18 HOURS)	SPRING (17-18 HOURS)
Psychology 201 Introduction	Psychology 216 Social Psychology	Elective*
<b>or</b>		
Sociology 206 Introduction to Social Psychology		
Mathematics 101, 150, 156 College Algebra, Introduction to Probability, Concepts of Statistics: 3 terms		
Computer and Information Science 121 Concepts of Computing	} May be taken } in any term	Sociology 327 Introduction to Social Research
<b>or</b>		<b>or</b>
CIS 133 Introduction to Numerical Computing		Psychology 301 Research Methods in Psychology
Economics 201 Microeconomics	Economics 202 Macroeconomics	Elective*
Electives from areas listed in freshman year*: 3 terms		

\* The B.S. degree in CSPA requires 36 hours of social science or of science.

The B.A. degree in CSPA requires two years of foreign language, and a total of at least 36 hours in language and literature.

Each degree requires at least one 3-term sequence in two of the three areas: arts and letters, social sciences, sciences.

## Sample Program in Recreation and Park Management (RPM)

### Freshman Year

FALL (17 HOURS)	WINTER (16 HOURS)	SPRING (16 HOURS)
Writing 121      ←————→ Science sequence: 3 terms Arts and Letters sequence: 3 terms* RPM 150 Recreation in Society <b>or</b> 290 Camp Counseling Physical Education      ←————→ Work on Social Science sequence: one term*	HES 250 Personal Health      ←————→  RPM 251 Professional Foundations of Recreation  Sociology 201 Introduction to Sociology**	Writing 122  PRM 252 Recreation Activity Leadership  Psychology 201 Introduction to Psychology**

### Sophomore Year

FALL (13-15 HOURS)	WINTER (13-15 HOURS)	SPRING (18 HOURS)
Complete Social Science sequence: 1-2 terms* Group Processes: RhCm 123, 124, 323, or 432: one term Electives (at least 17 hours spread over 2 terms)*		RPM Block Program: By the end of winter term, sophomore year, in order to qualify for the Block Program, the RPM major must have completed 75 credit hours with a GPA of at least 2.5 and must hold a current first-aid card. The student should have conferred with an RPM adviser in the freshman year or early in the sophomore year.

\* The B.S. degree requires 36 hours of science or of social science.

The B.A. degree requires two years of foreign language, and a total of 36 hours in language and literature.

Each degree requires at least one 3-term sequence in two of the three areas: arts and letters, social sciences, sciences.

\*\* May be part of a 3-course sequence.

## Sample Program for Possible Majors in Music

### Freshman Year

FALL (17 HOURS)	WINTER (15-17 HOURS)	SPRING (17 HOURS)
Writing 121      ←————→ Foreign language at appropriate level: 3 terms* Social Science Sequence: 3 terms at introductory level* Music 111, 112, 113 Musicianship I: 3 terms Music 201, 202, 203 Introduction to Music and its Literature: 3 terms	Health Education      ←————→	Writing 122

### Sophomore Year

FALL (16 HOURS)	WINTER (16 HOURS)	SPRING (16 HOURS)
Foreign language at appropriate level: 3 terms* Music 221, 222, 223 Musicianship II: 3 terms Music 224, 225, 226 Analysis: 3 terms Music Performance or Ensembles: 3 terms Science or Mathematics sequence: 3 terms at introductory level* Art History 204, 205, 206 History of Western Art: 3 terms <b>or</b> English 107, 108, 109 World Literature: 3 terms	Choose one sequence	

\* The B.A. in Music requires two years of foreign language, and a total of at least 36 hours in language and literature.

The B.S. in Music requires 36 hours of science or of social science.

Each degree requires at least one 3-term sequence in two of the three areas: arts and letters, social sciences, sciences.

A four-year degree in music requires that the decision to major in music be made by the start of the sophomore year.

# Robert Donald Clark Honors College

**320 Chapman Hall**  
**Telephone 686-5414**  
**Alan Kimball, Director of the College**

## Participating and Resident Faculty

Henry A. Alexander, Jr., Ph.D., Associate Professor of Philosophy.

Robert M. Berdahl, Ph.D., Professor of History.

Raymond Birn, Ph.D., Professor of History.

William E. Bradshaw, Ph.D., Associate Professor of Biology.

Frances B. Cogan, Ph.D., Assistant Professor of Literature (Honors College).

John F. Cornell, Ph.D., Assistant Professor of History (Honors College).

Micheal N. Dyer, Ph.D., Professor of Mathematics.

Marilyn Farwell, Ph.D., Associate Professor of English.

David G. Foster, M.F.A., Professor of Art.

Barbara Gordon-Lickey, Ph.D., Professor of Psychology.

David K. Harrison, Ph.D., Professor of Mathematics.

Emmanuel S. Hatzantonis, Ph.D., Professor of Romance Languages.

Robert T. Herbert, Ph.D., Associate Professor of Philosophy.

Ray Hyman, Ph.D., Professor of Psychology.

Joseph A. Hynes, Jr., Ph.D., Professor of English.

Robert C. James, M.F.A., Professor of Art.

R. Alan Kimball, Ph.D., Associate Professor of History.

Richard M. Koch, Ph.D., Associate Professor of Mathematics.

Grant F. McKernie, Ph.D., Associate Professor of Theater.

John Nicols, Ph.D., Associate Professor of History.

Aaron Novick, Ph.D., Department Head and Professor of Biology.

Kenneth R. O'Connell, M.F.A., Assistant Professor of Art.

John M. Orbell, Ph.D., Professor of Political Science.

William Orr, Ph.D., Associate Professor of Geology.

Stanley Pierson, Ph.D., Professor of History.

Michael I. Posner, Ph.D., Professor of Psychology.

Linda R. Robertson, Ph.D., Assistant Professor of Literature (Honors College).

Myron Rothbart, Ph.D., Associate Professor of Psychology.

Cheyney C. Ryan, Ph.D., Associate Professor of Philosophy.

George J. Sheridan, Jr., Ph.D., Assistant Professor of History.

Franklin W. Stahl, Ph.D., Professor of Biology.

Richard C. Stevenson, Ph.D., Associate Professor of English.

George Streisinger, Ph.D., Professor of Biology.

Donald S. Taylor, Ph.D., Professor of English.

Robert M. Trotter, Ph.D., Professor of Music.

Harriet Wilson, M.A., Honors College Adviser, South Eugene High School.

## Departmental Advisers

Anthropology, Vernon Dorjahn

Architecture, Michael Utsey

Asian Studies, Stephen Kohl

Biology, F. W. Stahl

Business Administration, Don Lytle

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, Stanley Pierson

Humanities, Steven Lowenstam

International Studies, Clarence Thurber

Journalism, Marc Abrams

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; Telecommunication and Film, William Cadbury, Ronald Sherriffs; Theater, Grant McKernie

Prenatal, James Weston

Prelaw, Marilyn Bradetich

Premedicine, Marliis 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. Two writing specialists 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 and a Senior Seminar 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. About 40 percent of the students major in the humanities or the social sciences, 40 percent major in the sciences, and 20 percent major in professional schools. 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, each student is given the opportunity to join the virtues of a liberal arts education with those of professional and specialized learning in departments.

## Students and Faculty

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. Recent senior classes 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 and abroad.

## 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 Mth 150 level; for example,  
(a) Topics in Modern Mathematics: An illustra-

tion 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 Mth 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 requirements.

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).

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 should forward a copy of the high school transcript to the Honors College and results of all College Board SAT or ACT scores to the University's Admissions Office. 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.

**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 405. Reading and Conference.** Credit hours 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. Resident and departmental faculty.

**HC 409. Practicum.** Credit hours to be arranged.

## Independent Study

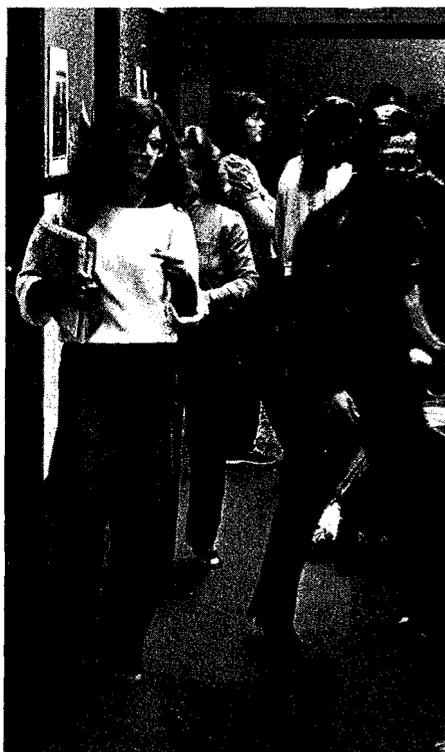
In addition to the curriculum designed for students who have been admitted to the Honors College, the University has created a special program, administered by the Honors College but not limited to students in the Honors College. Independent Studies is designed for students who want to pursue extended 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.



# Anthropology

308 Condon Hall

Telephone 686-5102

C. Melvin Aikens, Department Head

## Faculty

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

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

Aletta A. Biersack, Ph.D., Assistant Professor (symbolic anthropology, New Guinea). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan.

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

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

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

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

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

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

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

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

Phillip D. Young, Ph.D., Professor (social anthropology; Latin America). B.A., 1961, Ph.D., 1968, Illinois.

### Courtesy Faculty

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

## Undergraduate Studies

Anthropology is the study of human development and diversity. It includes social or cultural anthropology, physical anthropology, and prehistory. Courses offered by the department 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, or as teachers of social studies in secondary schools. Students seeking work as professional anthropologists should plan for advanced degrees in anthropology as well.

Graduates with master's degrees may find work in government, junior colleges, or museums. For full university teaching and research careers, a Ph.D., is necessary.

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

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

### Baccalaureate Requirements

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 on p. 19.)

**Cluster Requirement.** For new students entering the University in fall 1982 with 30 credit hours or less, a new graduation requirement will apply: the "cluster requirement." These students and all others starting programs after fall term 1982 must complete a group of courses specifically designated as a cluster in each of the three areas, arts and letters, science, and social science. Students should consult their advisers when selecting courses to meet the cluster requirements (for details, see p. 16).

### Majors in anthropology must take:

- (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 required in anthropology, 36 credit hours must be graded. No more than 6 hours with the grade of D may be counted. To ensure a broad liberal education, the department strongly recommends that students limit their undergraduate work in anthropology to a maximum of 51 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 also desirable.

### Sample Program

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, 230 (may be taken in any combination or order).

**Sophomore Year:** No prescribed anthropology courses; may choose, electives among Anth 208, 210, 211, 215, 223, 230.

**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, 360, 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 thesis advisers.

### Secondary School Teaching

The department offers work for preparation to teach the social studies in public secondary schools. For specific information, students should consult the departmental adviser for teacher education, and the 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 must demonstrate competence in each of these subfields, ordinarily in work at the master's level. Consequently, the first year, and in some instances the first two years, of graduate study are devoted to achieving a broad foundation in anthropology.

### Master's Degree Requirements

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.

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. Requirements

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.

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 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 should be written in a professional and publishable style appropriate to the subfield of specialization.

For information regarding general requirements of the Graduate School, see page —. More information about programs in anthropology may be obtained from the department.

### Courses Offered

**Please 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.** Evolution and biology of the primates: the fossil record and changing ecology during the age of mammals, comparative primate anatomy, locomotor and feeding adaptations, taxonomic relations, and an introduction to primate ethology.

**Anth 106. Introduction to Human Sociobiology. 3 credit hours.** Evolution of human behavior; 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, Stern.

**Anth 109. Introduction to Language and Culture. 3 credit hours.** Language and culture relationships and methodology. Chaney.

**Anth 199. Special Studies. 1-3 credit hours.**

**Anth 208. Introduction to the History of Anthropology. 3 credit hours.** Historical development of the major anthropological theories, methods, and concepts. Anth 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 environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prerequisites: Anth 104, Bi 102, Bi 222, or consent of instructor.

**Anth 230. Oregon Native Americans. 3 credit hours.** Survey of prehistoric and historic native cultures of Oregon, based on archaeological, ethnohistorical, and ethnological evidence. Begins

with the evidence for the first peopling of the New World; concludes with discussion of contemporary Native American issues.

**Anth 301. Ethnology of Hunters and Gatherers. 3 credit hours.** Hunting-gathering cultures from different parts of the world are examined, 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, with emphasis on comparative social organization and the two major forms of tribal adaptation—as subsistence agriculturists 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 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.** How anthropologists study and describe human cultures. Content will vary from term to term but will draw on field work, famous ethnographies and ethnographers, specific ethnographic areas and their problems, and comparative study of selected cultures. May be repeated for credit with different subtitles.

**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.

**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; *Homo sapiens*' 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 Anth 320, 321, or 322. Human and nonhuman 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.

**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. 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. 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.** Anthropological approach to the role of nutrients in human development (individual and populational); cultural determinants and populational differences; world food policy; and applied nutritional anthropology. 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, primarily the institutions of traditional China, with some reference to modern developments. Prerequisite: 9 credit hours in social science, or consent of instructor. Stern.

**Anth 340. Peoples of Southeast Asia. 3 credit hours.** Emphasis on 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 360. Northeast Asia Prehistory. 3 credit hours.** Culture history of North China, Japan, Korea, and Siberia, from Palaeolithic times to the early imperial civilizations; functional and adaptive characteristics of prehistoric cultures; ecological factors that shaped early northeast Asian society. Aikens.

**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)** Credit hours to be arranged.

**Anth 408. Field Work in Anthropology. (G)** Credit hours to be arranged.

**Anth 409. Practicum. (G)** Credit hours (1-3) to be arranged.

**Anth 410. Experimental Course. (G)** 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.

**Anth 412. South and East Asian Prehistory. (G) 3 credit hours.** Prerequisite: 3 credit hours in archaeology or prehistory, or consent of instructor. Ayres.

**Anth 413. Near Eastern Prehistory. (G) 3 credit hours.** Emphasis on the development of early civilizations. Prerequisite: 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 1982-83.

**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.

**Anth 416. History of Anthropology. (G) 3 credit hours.** A nontheoretical study 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. Not offered 1982-83.

**Anth 420. Culture and Personality. (G) 3 credit hours.** Interrelation of group and individual conceptual frameworks in crosscultural 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.** Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport; notes differences of these methods from those commonly used by other scientists; emphasizes ethical responsibilities to 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 in social science, or consent of instructor.

**Anth 444. Religion and Magic of Primitives. (G) 3 credit hours.** 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 theories and methods in contemporary anthropology. Prerequisite: 3 credit hours in cultural anthropology, or consent of instructor. Chaney.

**Anth 450. Cultural Dynamics. (G) 3 credit hours.** Approaches to the problem of cultural changes; 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 1982-83.

**Anth 453. Political Anthropology. (G) 3 credit hours.** Government in primitive societies; political innovations under colonial rule and 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 nonpecuniary economies and the world economy. Prerequisite: upper-division standing in the social sciences. Dorjahn.

**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 1982-83.

**Anth 465. Prehistoric Technology. (G) 3 credit hours.** 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 1982-83.

**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, or consent of instructor. Aikens. Not offered 1982-83.

**Anth 467. Cultural Resource Management. (G) 3 credit hours.** Objectives, legal background, operational problems, 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.** 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.** 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).

**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.** Emphasis on bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including *Homo sapiens*. Prerequisite: Anth 105, Anth 324, or consent of instructor. Moreno-Black.

**Anth 477. Primate Systematics and Taxonomy. (G) 3 credit hours.** 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.

**Anth 479. Palaeoprimatology. (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. Paleoecology and Human Evolution. (G) 3 credit hours.** Considers relationship between ecology and comparative morphology as basis for theories of hominid phylogeny. Analysis of methods of paleoecological inference with emphasis on geological and paleontological data; current theories of hominid origins and phylogeny. Prerequisite: Anth 321, or consent of instructor. Lukacs.

## Graduate Courses

**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, culture and the individual, and society and the individual. Prerequisite: graduate standing in the social sciences. 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.

**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.

**Anth 517. Contemporary Indians of the United States. 3 credit hours.** 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. Not offered 1982-83.

**Anth 520. Research Methods. 4 credit hours.** 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. Individual research projects, two three-hour laboratory periods. Prerequisite: Anth 476, Bi 391, 392, or consent of instructor. Moreno-Black.

**Anth 522. Comparative Morphology and Human Evolution. 3 credit hours.** Principles of comparative morphology and comparative anatomy 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.

**Anth 526. Archaeology and Anthropology. 4 credit hours.** Use by archaeologists of concepts drawn from anthropology; modifications and additions 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. Goles.

**Anth 550. Sociocultural Theory. 4 credit hours.** Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, meta-anthropology. 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 for graduate students who have had little or no background in the area. Introduces the major subfields in physical anthropology; their data, theory, and problems: geochronology, principles of classification applied to primates, palaeoprimatology, palaeoanthropology, modern human biology and diversity, processes of evolution as applied to *Homo sapiens*, and primate and human ethology. Lukacs, Moreno-Black, P. Simonds.

**EdPM 571. Anthropology and Education. 3 credit hours.** Education viewed as cultural process. Review of cultural anthropology for its relevance to educating; analysis of formal education from an anthropological perspective; education in cross-cultural settings; teaching of anthropology; anthropology in the curriculum. Formal and informal modes of enculturation. Prerequisite: graduate standing in anthropology, or consent of instructor. 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; topics announced in advance. Prerequisite: EdPM 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.

## Asian Studies

308 Friendly Hall  
Telephone 686-4005  
Ellen Laing, Chair

### Participating Faculty

Melvin Aikens, Anthropology  
William Ayres, Anthropology  
Joseph W. Esherick, History  
Michael B. Fish, Chinese  
Esther Jacobson, Art History  
Angela J. Jung, Chinese  
Hee-jin Kim, Religious Studies  
Stephen W. Kohl, Japanese  
Wen-Kai Kung, Library  
Ellen Johnston Laing, Art History  
Yoko M. McClain, Japanese  
David Milton, Sociology  
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 must 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 form 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 338, 339, 340); History of Oriental Art (ArH 207, 208, 209); Introduction to Japanese Literature (Jpn 301, 302, 303); Introduction to Chinese Literature (Chn 301, 302, 303); Religions of India (R 301); Chinese Religions (R 302); Japanese Religions (R 303); Geography of Asia (Geog 203); Asian and Pacific Archaeology (Anth 350); Northeast Asia Prehistory (Anth 360).

(3) 9 additional hours from any of the courses in (1) or (2) above, or from the following courses:

**Architecture.** Settlement Patterns (Arch 433).

**Art History.** 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).

**Religious Studies.** Great Religions of the World (R 201, 202, 203); Varieties of Eastern Meditation (R 230); Buddhism and Asian Culture (R 330, 331); Zen Buddhism (R 440); Readings in Zen Classics (R 431).

**Honors.** See Honors College, page 36.

## 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 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 have 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 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 choosing 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 choosing 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.

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, 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 the listed courses currently approved for inclusion in the Asian studies curriculum. Not all are 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.

**Architecture.** Settlement Patterns (Arch 433).

**Art History.** Chinese Art (ArH 464, 465, 466); Seminar (ArH 407, 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).

**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).

**Religious Studies.** Zen Buddhism (R 430); Readings in Zen Classics (R 431).



# Biology

## 75B Science II

Telephone 686-4502

Aaron Novick, Department Head

## Faculty

Andrew S. Bajer, D.Sc., Professor (cell division; mechanism and fine structure). Ph.D., 1950. D.Sc., 1956, Cracow. (On sabbatical leave 1982-83.)

Howard T. Bonnett, Jr., Ph.D., Professor (plant morphogenesis). B.A., Amherst, 1958; Ph.D., Harvard, 1964.

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

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Richard W. Castenholz, Ph.D., Professor (algal and microbial ecology). B.S., Michigan, 1952; Ph.D., Washington State, 1957.

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Philip Grant, Ph.D., Professor (developmental biology). B.S., College of City of New York, 1947; M.A., 1949, Ph.D., 1952, Columbia.

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Donald R. Hague, Ph.D., Associate Professor (molecular aspects of plant development and function). B.S., Franklin and Marshall, 1953; Ph.D., Oregon, 1966. (On sabbatical leave spring, 1983.)

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Harrison M. Howard, Senior Instructor (microscopy and scientific photography).

Graham Hoyle, D.Sc., Professor (neurophysiology). B.Sc., (chemistry, physics), 1944, B.Sc., (zoology, botany), 1950, London; D.Sc., Glasgow, 1955.

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### Special Staff

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Sasha N. Zill, Ph.D., Research Associate. B.A., Columbia, 1966; Ph.D., Colorado Medical School, 1979.

## Undergraduate Studies

The undergraduate program in biology offers many courses that can be important ingredients in a liberal education, regardless of a student's major field of study. 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.** Career opportunities exist for graduates in biology with a variety of federal, state, and local government agencies. Work also can be found with various nonprofit organizations, and in private industry, teaching or 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. An undergraduate handbook 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.

(1) General Chemistry (Ch 104, 105, 106 or Ch 204, 205, 206), three credit hours each term.

(2) Introductory Chemistry Laboratory (Ch 107), two credit hours.

(3) Introductory Analytical Chemistry (Ch 108, 109), two credit hours each term.

(4) Mathematics, to include two terms of Calculus (Mth 201, 202), four credit hours each term; for graduate studies or a professional career in biological science, students should complete a full year of calculus, (Mth 201, 202, 203).

(5) 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.

(6) General Physics (Ph 201, 202, 203), four credit hours each term.

(7) Organic Chemistry (Ch 331, 332), four credit hours each term.

(8) Molecular and General Genetics (Bi 311), three credit hours; Gene Action and Development (Bi 312), three credit hours; Cell Physiology (Bi 313), three credit hours; (and their respective laboratories); Evolution and Ecology (Bi 314), five credit hours—these courses constitute a core curriculum essential to understanding modern biology regardless of a student's area of subsequent specialization.

(9) 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 (Bi 450), three to five credit hours; Invertebrate Zoology (Bi 461), five or eight credit hours—these courses are prerequisite to many of the more specialized biology courses and may lead to particular areas of concentration. Additional courses from this group may be used to satisfy part of the requirement of three upper-division electives.

(10) 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. Any other substitutions must be approved in advance by the department head.

**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), with their respective laboratories.

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-undifferentiated 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 head adviser to determine means to correct such a deficiency.

**Cluster Requirement.** For new students entering the University in fall 1982 with 30 credit hours or less, a new graduation requirement will apply: the "cluster requirement." These students and all others starting programs after fall term 1982 must complete a group of courses specifically designated as a cluster in each of the three areas, arts and letters, science, and social science.

Students majoring in biology may meet the cluster requirement in science when they take General Chemistry or General Physics, both of which are part of the major requirements for a baccalaureate degree in biology. Students should consult their advisers when selecting courses to meet the cluster requirements in arts and letters and social science (for details, see p. 16).

**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 department 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 want to major in biology should plan to complete the biology major requirements. Such students should consult with their biology advisers about course scheduling for the baccalaureate degree program in biology, and for completion of medical school entrance requirements. Further information regarding medical school requirements will be found under Prehealth Sciences. Address inquiries to Adviser for Premedicine, Department of Biology.

Although the third term 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 Oregon Health Sciences University.

### Secondary School Teaching

The department offers work in preparation to teach biology in public secondary schools. For information regarding requirements for the biology endorsement, students should consult the 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 of work on a full-time basis and two 400-level biology courses of at least 3 credit hours each in order to gain Oregon certification.

**Sample programs** for the first two years of study are shown below to provide an idea of an "average" student course-load. Individual programs may vary according to each student's placement scores, interest, and course work-load capacity.

Freshman Year				Sophomore Year		
Course	Term	W	S		Term	S
	F				F	
Elementary Functions, 4 cr .....	Mth 102	—	—	Organic Chemistry, 4 cr .....	Ch 331	—
Calculus, 4 cr .....	—	Mth 201	Mth 202	Calculus, 4 cr .....	—	Mth 203
General Chemistry, 3 cr .....	Ch 104	Ch 105	Ch 106	†Molecular and General		
Chemistry labs, 2 cr .....	Ch 107	Ch 108	Ch 109	Genetics, 3 cr .....	Bi 311	—
Tutorial General Chem, 1 cr .....	Ch 110	Ch 110	Ch 110	†Gene Action & Devel., 3 cr .....	—	Bi 312
English Composition, 3 cr .....	(Wr 121, one term, according to priority plus Wr 122 or Wr 123)			†Cell Physiology, 3 cr .....	—	Bi 313
Social Science elective, 3 cr .....	(During terms when not enrolled for Wr 121)			English Composition, 3 cr .....	(Wr 122 or 123, one term, if not taken during freshman year)	
Arts & Letters cluster, 3 cr .....	(One course each term)			Social Science cluster, 3 cr .....	(One course each term)	
Biology Majors Orientation, 1 cr .....	(May be taken each term)			Arts & Letters elective, 3 cr .....	(During terms when not enrolled in writing)	

† To be taken with appropriate associated laboratory (Bi 315, 316, 317), Two credit hours each term.

### 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 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. For more information, consult individual faculty members in the department.

For occasional part-time employment opportunities, 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 department 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 department. Undergraduate majors in biology are represented on committees whose work directly affect the undergraduate major program. Students interested in working on such committees should make their interest known to the department head.

The department maintains, for student access, a file of 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.

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.

### Graduate Studies

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.

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.

#### Admission

Requirements for admission to the graduate program include:

- (1) a completed application for admission form
- (2) three letters of recommendation
- (3) transcripts of all college work
- (4) scores on the Graduate Record 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

Programs of research and research instruction are available through the Institute of Molecular Biology. 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 program focuses on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A coordinated program of instruction and research with graduate degrees is available to students through any of the participating departments.

#### Herbarium

The University of Oregon Herbarium has 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. 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. 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 opportunities to carry out research projects in these areas. A full seminar program on a variety of topics is also arranged.

Spring term, the institute offers a multi-discipline program 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, OIMB, Charleston, Oregon 97420. (See also, graduate section of this catalog.)

## Courses Offered

### 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 nonscientists 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. Not offered 1982-83.

**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 biological principles studied in relation to ethical problems arising from modern applications.

**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.

**Bi 115. Introduction to Animal Behavior. 3 credit hours.** A survey of the behavior of animals, its evolutionary origins, and its neural mechanisms. Readings and films will illustrate the adaptive nature of orientation, navigation, communication, and social behavior. Menaker, Simmons, Fernald.

**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. Three lectures and one discussion per week.

**Bi 130. Plants in Action. 4 credit hours.** Responses of the plant to light, temperature, seasons, and soils; the interaction of these factors in determining the character of natural and managed landscapes. Three lectures, one 2-hour laboratory.

**Bi 131. Plant Diversity. 4 credit hours.** Survey of the major groups of plants, their evolutionary relationships, structure, and reproductive processes. Three lectures, one 2-hour laboratory.

**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. Offered 1982-83 and alternate years.

**Bi 139. 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 of 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 1982-83 and alternate years.

**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 alternate years. Not offered 1982-83.

**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. Prerequisites: Bi 201, or consent of instructor. Lecture and discussion or laboratory.

**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. Tefper.

**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.

**Bi 222. Human Genetics. 3 credit hours.** Basic concepts of genetics, especially as they relate to humans, 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 humans and sociological implications of genetic findings. Novitski.

**Bi 232. Biology of Common and Useful Plants. 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. Gray.

**Bi 234. Experimental Botany. 3 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 alternate years. Bonnett.

**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 1982-83 and alternate years.

**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.

### Upper-Division Courses

**Please 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.** How genetic information directs cellular and organismal development. Particular topics include the properties of proteins, mechanism and control of protein synthesis and function, structure and function of eukaryotic genome, embryogenesis, cell determination and differentiation. Three lectures. Prerequisite: Bi 311. Novick, G. Sprague.

**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. 3 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 ecology. Three lectures and one lab per week, one Saturday and two 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. McConaughy.

**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. McConaughy.

**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.

**Please 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.

**Please 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. General and Comparative Physiology. (G) 4 credit hours.** 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 351 or equivalent or consent of instructor. Munz.

**Bi 415. General and Comparative Physiology. (G) 4 credit hours.** Physiology of excitation, conduction and synaptic transmission. 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. 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. Hoyle.

**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 cyclicity). Prerequisite: consent of instructor. Menaker.

**Bi 422. Genetics. (G) 3 credit hours.** A study of the transmission and regulation of the hereditary material in eukaryotic organisms including sex determination, genome structure and change, genetic regulation. Prerequisite: Bi 311 or equivalent, or consent of instructor.

**Bi 423. Genetics Laboratory. (G) 2 credit hours.** An experimental approach to the transmission and regulation of the hereditary material in eukaryotes, 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 Motility. (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 experimental 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 311, 312, 313, or equivalent, or consent of instructor. Carroll. Offered alternate years. Not offered 1982-83.

**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 alternate years. Not offered 1982-83.

**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 1982-83 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 with emphasis on flowering plants; 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 two labs or field classes per week including 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 330, or consent of instructor. Hague. Offered alternate years. Not offered 1982-83.

**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 1982-83 and alternate years.

**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 1982-83.

**Bi 444. 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. 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; transcription and processing of RNA; control of transcription; translational control; and genetic rearrangement. Specific discussion of these topics will involve current literature and experiments in progress. Prerequisites: Bi 311, 312 and 313 or consent of instructor. K. Sprague.

**Bi 452. 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. Kimmell.\*

**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. 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. Prerequisite: 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.** 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.** 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. McConaughy, 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.** Structure and functions of biological macromolecules, metabolism and metabolic control processes, protein and nucleic acid synthesis, and biological genetics of pro- and eukaryotic cells. 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 alternate years. Not offered 1982-83. McConaughy.

**Ch 464. Biochemistry Laboratory. (G) 4 credit hours.** 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. 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; taught using microcomputers and the PASCAL language. Prerequisite: calculus, senior standing in biology. Consent of instructor is required. CIS 133 is recommended. Not offered 1982-83. 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.

**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.

**Bi 473. Biological Communities. (G) 5 credit hours.** Part 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. 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 1982-83 and alternate years.

**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 human impact of 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.** 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.** Biota, life zones, and population 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. Biology of Prokaryotic Organisms. (G) 3 credit hours.** Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae (cyanobacteria) and photosynthetic bacteria. Three hours of lecture per week. Consent of instructor is required. Offered 1982-83 and alternate years. Castenholz and Sistrom.

**Bi 482. Biology of Prokaryotic Organisms. (G) 3 credit hours.** 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 alternate years. Not offered 1982-83.

**Bi 483, 484. Biology of Prokaryotic Organisms Laboratory. (G) 2 credit hours each term.** Not offered 1982-83.

**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 or organisms. Eukaryotic as well as prokaryotic organisms will be considered. The laboratory work will emphasize eukaryotic organisms. Consent of instructor is required. McConnaughey. Offered 1982-83 and alternate years.

**Bi 486. Microbial Ecology Laboratory. (G) 2 credit hours.** Isolation, culture, and identification of eukaryotic protists. Prerequisite: concurrent enrollment in Bi 485. Limited to twenty students. McConnaughey. Offered 1982-83 and alternate years.

**Bi 487. Advanced Molecular Genetics. (G) 3 credit hours.** Topics may include growth, mutation, recombination, and regulation of macromolecular syntheses in phage, bacteria and eukaryotes. 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 and its relation to experimental psychology and the biological sciences. Areas include evolutionary and comparative aspects of animal behavior, motivational systems, neural mechanisms and neuro-behavioral development. Prerequisite: Bi 314 or equivalent. Simmons.

**Bi 491. Paleocology. (G) 3 credit hours.** Paleocology (historical ecology) of nonmarine 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 paleocologist. Topics may vary from year to year. Consent of instructor is required. Gray.

**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 1982-83.

**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 1982-83.

**Bi 494. Laboratory and Field Methods in Biology. (G) 4 credit hours.** Designed for biology teachers in secondary schools. Field collection, identification, and culturing of living material, utilization of this material in the biology teaching laboratory. Field trips for exploration of various kinds of habitats in the Pacific Northwest. Offered summer session only.

**Bi 495. History of Biological Ideas. (G) 3 credit hours.** Historical origin and present status of leading biological ideas, and the contribution of biological thought to contemporary culture. Hoyle. Not offered 1982-83.

#### 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. Grant, Weston.

**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  
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.  
Biochemical Regulation in Higher Organisms. Herbert  
Hormone Function. Herbert.  
Membrane Structure and Function. Griffith and Capaldi  
Macromolecular Studies by Magnetic Resonance Techniques. Dahlquist and Griffith.

**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. Not offered 1982-83.

**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 1982-83.

**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 1982-83.

**Bi 518. Comparative Vertebrate Nervous Systems. 3-5 credit hours.** 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 1982-83.

**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 1982-83.

**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 required. Novitski.

**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. Wimber, 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 1982-83.

**Bi 541. Advanced Plant Physiology. 3 credit hours.**

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 1982-83.

**Bi 551. Biology of Fishes. 4 or 8 credit hours.**

Anatomy, development, and biology of fishes. Offered at Oregon Institute of Marine Biology for 8 credits.

**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. Offered alternate years. Not offered 1982-83.

**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 1982-83 and alternate years.

**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 electronic device that simulates in a realistic way actual physiological systems. Prerequisites: Bi 414, 415, and a fundamental course in computer science. Fernald.



# Chemistry

**91 Science II****Telephone 686-4601****Peter H. von Hippel, Department Head****Faculty**

John E. Baldwin, Ph.D., Professor. A.B., Dartmouth, 1959; Ph.D., California Institute of Technology, 1963.

Ralph J. Barnhard, M.S., Senior Instructor, Administrative Assistant. B.S., Otterbein, 1959; M.S., Oregon, 1965.

Sidney A. Bernhard, Ph.D., Professor (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 (organic). A.B., 1939, Ph.D., 1943, Minnesota.

Frederick W. Dahlquist, Ph.D., Associate Professor (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 (organic). B.S., Illinois, 1956; Ph.D., California, Berkeley, 1959.

Thomas R. Dyke, Ph.D., Associate Professor (physical). B.A., College of Wooster, 1966; Ph.D., Harvard, 1972.

Paul C. Engelking, Ph.D., Assistant Professor (physical). B.A., California Institute of Technology, 1971; M.Phil., 1974, Ph.D., 1976, Yale.

Richard G. Finke, Ph.D., Associate Professor (organic-inorganic). B.A., Colorado, 1972; Ph.D., Stanford, 1976.

Gordon G. Goles, Ph.D., Professor (geochemistry, cosmochemistry); A.B., Harvard, 1956; Ph.D., Chicago, 1961.

O. Hayes Griffith, Ph.D., Professor (physical, biophysical), and Member, Institute of Molecular Biology. A.B., California, Riverside, 1960; Ph.D., California Institute of Technology, 1964.

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David R. Herrick, Ph.D., Associate Professor (physical), and Member, Institute of Theoretical Science. B.S., Rochester, 1969; Ph.D., Yale, 1973.

Bruce S. Hudson, Ph.D., Associate Professor (physical). B.S., 1967, M.S., 1969, California Institute of Technology; Ph.D., Harvard, 1972.

John F. W. Keana, Ph.D., Professor (organic). B.A., Kalamazoo College, 1961; Ph.D., Stanford, 1965.

LeRoy H. Klemm, Ph.D., Professor (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 (organic). B.S., Southern Methodist, 1959; Ph.D., Illinois, 1963.

Ross F. Lane, Ph.D., Associate Professor (neurochemistry, electrochemistry). 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.

Robert M. Mazo, Ph.D., Professor (physical), and Member, Institute of Theoretical Science. B.A., Harvard, 1952; M.S., 1953, Ph.D., 1955, Yale.

Richard M. Noyes, Ph.D., Professor (physical). A.B., Harvard, 1939; Ph.D., California Institute of Technology, 1942.

Warner L. Peticolas, Ph.D., Professor (physical). B.S., Texas Technological, 1950; Ph.D., Northwestern, 1954.

F. Charlotte Schellman, Ph.D., Adjunct Associate Professor (physical). B.S., California, Los Angeles, 1946; M.S., 1948, Ph.D., 1950, Stanford.

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Donald F. Swinehart, Ph.D., Professor (physical). B.S., Capital University, 1939; M.S., 1941, Ph.D., 1943, Ohio State.

Peter H. von Hippel, Ph.D., Professor (physical biochemistry), and Member, Institute of Molecular Biology. B.S., 1952, M.S., 1953, Ph.D., 1955, Massachusetts Institute of Technology.

Raymond G. Wolfe, Jr., Ph.D., Professor (biochemistry). A.B., 1942, M.A., 1948, Ph.D., 1955, California, Berkeley.

**Special Staff**

Pramod Argade, Ph.D., Research Associate. B.S., Poona University, India, 1974; M.S., Indian Institute of Technology, 1976; M.A., 1978, Ph.D., 1981, Boston.

Burce Birrell, Ph.D., Research Associate. B.A., Willemette, 1962; Ph.D., Arizona State, 1967.

Charles Blaha, B.S., Research Assistant. B.S., California, Santa Barbara, 1976.

Peter G. Bowers, Ph.D., Visiting Professor. B.A., Cambridge University, 1961; Ph.D., University of British Columbia, 1964.

Norman D. Cholewinski, B.S., Research Assistant. B.S., Oregon State, 1981.

Olivier Civelli, Ph.D., Research Associate. Ph.D., Institute of Research in Molecular Biology, Paris, 1979.

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Gretchen K. Gerke, B.S., Research Assistant. B.S., Oregon, 1982.

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Betty J. Moberly, B.A., Research Assistant. B.A., California, 1960.

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Dianne C. M. Pajan, B.A., Research Assistant. B.A., New South Wales, 1979.

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Seyed E. Seyedrezaei, Ph.D., Research Associate. B.S., Tehran, 1973; M.A., 1978, Ph.D., 1980, Missouri.

Alvin W. Singer, B.A., Instructor. B.A., 1980, Wisconsin.

Johannes J. Volwerk, Ph.D., Research Associate. B.S., 1968, M.S., 1970 and Ph.D. 1979, State University of Utrecht.

David D. Ward, Ph.D., Research Associate. B.S., 1975, Ph.D., 1978, University of Otago.

Richard A. Wielesek, Ph.D., Chemist. B.S., Illinois Institute of Technology, 1964; Ph.D., Oregon, 1968.

**Undergraduate Studies**

The Department of Chemistry has enjoyed a strong reputation nationally. The National Academy of Sciences has recognized four 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. Those interested in biochemistry would also profit from biology courses in high school. 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.

**Careers.** Career opportunities for chemists are available in education, government, and industry (see the October 1981 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, medicine, 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 334, 335, 336 or Ch 331, 332, 333); Organic Chemistry Laboratory (Ch 340, 341, 342 or Ch 337,

338, 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 selected 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), or Advanced Organic Chemistry (Ch 531, 532, 533).

The required elective also 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. See listed courses.

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.

**Cluster Requirement.** For new students entering the University in fall 1982 with 30 credit hours or less, a new graduation requirement will apply: the "cluster requirement." These students and all others starting programs after fall 1982 must complete a group of courses specifically designated as a cluster in each of the three areas, arts and letters, science, and social science. Students should consult their advisers when selecting courses to meet the cluster requirements (for details, see p. 16).

#### 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, Bi 315, 316, 317).

**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 offers work toward basic and standard certification required to teach chemistry in public secondary schools. For additional information regarding requirements for the physical science endorsement, students should consult the departmental endorsement adviser, Ralph Barnhard, and the Office of Secondary Education in the College of Education.

The program in itself does not satisfy the requirements for a baccalaureate degree in chemistry. Students intending to teach chemistry in secondary schools are encouraged to satisfy the requirements for the major, or they 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, molecular or cell biology, and neurochemistry. M.S. and M.A. degrees are also offered. However, except under unusual circumstances, Ph.D. candidates receive priority for admission.

The University of Oregon is 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 \$7,300 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, Camille & Henry Dreyfus Foundation, Petroleum Research Fund, Research Corporation, Oregon Heart Association, American Chemical Society, Medical Research Foundation, Murdoch Foundation, Shell Development, U.S. Army Research Office, Eastman Kodak Corporation, and the American Cancer Society.

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 address 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 under investigation include studies of the structure and function of nucleic acid-protein complexes active in DNA replication and transcription, biochemical genetics, protein-protein interactions, enzyme structure and catalytic mechanisms, regulation and biosynthesis of peptide hormones, membrane structure and function, metabolism and function of neurotransmitters, and bacterial chemotaxis.

Interdisciplinary programs in the areas of cell and developmental biology, molecular biology, biophysics, neuroscience, and physical biochemistry have fostered strong interactions among members of the chemistry, biology, psychology, and physics departments.

New research and teaching programs have developed in these areas. 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 modern techniques.

Specific problems in the area of natural products include syntheses of tetrodotoxin and its physiologically active derivatives; syntheses of strigol, allethrolone, and related hydrocyclopentanone 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 oxilylenes as synthetic intermediates. Synthetic research in the area of organic-inorganic, organotransition metal chemistry and heterocyclic 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.

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 work station; equipment for manipulating air-sensitive compounds; 18 Varian 620-l 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 fully 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.

### 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 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.

### 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 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.** 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 a 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.

**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 credit hours.** 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 genetic 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 credit hours.** How genetic information directs 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 credit hours.** 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.

**BI 315. Molecular and General Genetics Laboratory. 2 credit hours.**

**BI 316. Gene Action and Development Laboratory. 2 credit hours.**

**BI 317. Cell Physiology Laboratory. 2 credit hours.**

**Ch 324. Quantitative Analysis. 4 credit hours.** Lectures and laboratory in the use of instrumental methods for quantitative determinations of unknown chemical samples. 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.** 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. Four lectures. 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 than is provided by the 331, 332, 333 sequence. Four lectures. Prerequisite: Ch 106, or Ch 206.

**Ch 337, 338. Introductory Organic Laboratory. 2 credit hours each term.** 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 331, 332 or concurrent enrollment.

**Ch 340, 341, 342. Organic Chemistry Laboratory. 3 credit hours each term.** Principles and techniques fundamental to laboratory practice in organic chemistry, including aspects of both qualitative and quantitative organic analysis. 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. Prerequisite: Ch 109, or Ch 209, with a grade of C or better.

**Ch 401. Research.** Credit hours to be arranged. An introduction to the methods of chemical investigation. For advanced undergraduates.

**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. Fall term.

**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 struc-

tures, 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 sex determination, genome structure and change, genetic regulation. Prerequisite: BI 311 or equivalent, or consent of instructor. See listing in Department of Biology.

**Ch 441, 442, 443. Physical Chemistry. (g) 4 credit hours each term.** 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, one year of calculus (Mth 201, 202, 203). Mth 331 and 332 are also recommended.

**Ch 446, 447, 448. Physical Chemistry Laboratory. (g) 3 credit hours each term.** Instrumental techniques are emphasized in experiments which illustrate the theoretical principles of physical chemistry. Topics include brief introductions to statistical analysis of experimental data, computer programming and electronics. Experiments are chosen from the areas of thermodynamics, chemical kinetics, and molecular spectroscopy. Laboratory computers, vibrational spectroscopy, electronic spectroscopy, and nuclear magnetic resonance spectroscopy are among the techniques used to study chemical systems. Prerequisite: Ch 441, 442, 443 (may be taken concurrently). Two three-hour laboratory periods; two one-hour discussions.

**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.** Structure and functions of biological macromolecules, metabolism and metabolic control processes, 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 term 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 1982-83.

**BI 481. Biology of Prokaryotic Organisms. (G) 3 credit hours.** Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae (cyanobacteria) and photosynthetic bacteria. Three hours of lecture per week. Consent of instructor is required. Offered 1982-83 and alternate years. See listing in Department of Biology.

**BI 482. Biology of Prokaryotic Organisms. (G) 3 credit hours.** 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. Siström. Offered alternate years. Not offered 1982-83. 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 1982-83.

#### 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, synthetic methods, electrochemistry.

**Ch 513. Special Topics in Biochemistry. 3 credit hours.** Topics of current interest are: Enzyme Mechanisms. Bernhard. 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. Membrane Structure and Function. Griffith and Capaldi. Macromolecular Studies by Magnetic Resonance Techniques. Dahlquist and Griffith. Hormone Function. Herbert.

**Bi 515. Neurochemistry. 3 credit hours.** Biochemistry specific to the nervous system with an emphasis on synaptic chemistry; identification of neurotransmitters; postsynaptic 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. Not offered 1982-83.

**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 1982-83.

**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 1982-83. Students may take Ph 451, 452, 453 when Ch 553, 554 are not offered. Not offered 1982-83.

**Ch 562, 563. Advanced Biochemistry. 3 credit hours each term, fall and winter.** Enzyme kinetics and detailed consideration of glycolysis, biological oxidation, neurochemistry, and selected aspects of biological synthesis. Offered alternate years. Not offered 1982-83.

**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.

## Classics

**302 Condon Hall  
Telephone 686-4069  
Steven Lowenstam, Department Head**

### Faculty

C. Bennett Pascal, Ph.D., Professor (Latin and Greek literature, Roman religion). B.A., 1949; M.A., 1950, California, Los Angeles; M.A., 1953; Ph.D., 1956, Harvard. On sabbatical, leave, winter and spring, 1983.

Steven D. Lowenstam, Ph.D., Associate Professor (Greek and Latin literature, ancient epic, linguistics). B.A., 1967; Chicago, 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.

**Careers.** 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 preprofessional 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.** In preparation, students must complete two years of college Latin (Lat 101, 102, 103, and three terms of Lat 301) or demonstrate a second-year level of proficiency. For the major, students must complete the following:

(1) Twenty-four credits in Latin courses beyond the second-year level (Lat 411, 500-level courses, Lat 301, 302, 303, repeated with departmental approval, other 300- or 400-level courses with the exception of Lat 421).

(2) Three terms of the History of Greece and Rome (Hst 411, 412, 413).

(3) Two terms of the Classics courses in English translation (Cl 301, 302, 303, 304, 305, 307, 308, 309, 321).

(4) 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.** In preparation, students must complete two years of college Greek (Grk 101, 102, 103 and three terms selected from Grk 301, 302, 303, 231) or demonstrate a second-year level of proficiency. For the major, students must complete the following:

(1) 24 credits in Greek in courses beyond the second-year level (Grk 411, 500-level courses, Grk 301, 302, 303, repeated with departmental approval, other 300- or 400-level courses).

(2) Three terms of the History of Greece and Rome (Hst 411, 412, 413).

(3) Two terms of the Classics courses in English translation (Cl 301, 302, 303, 305, 307, 308, 309, 321).

(4) 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.** In preparation, students must complete two years of college Greek and two years of college Latin or demonstrate second-year proficiency in both languages. For the major, students must complete the following:

(1) 30 credits of Latin and Greek beyond the second-year level, with not fewer than 9 hours devoted to either language.

(2) Three terms of the History of Greece and Rome (Hst 411, 412, 413).

(3) Three terms from the courses in English translation (Cl 301, 302, 303, 304, 305, 307, 308, 309, 321).

(4) 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 institutions 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.

In preparation, students must demonstrate 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 or Lat 301, 302, 303, or a higher level, in authors not read in the student's high school courses).

For the major, students must complete the following:

(1) History of Greece and Rome (Hst 411, 412, 413).

(2) Three courses in Classical literature in

translation (chosen from Cl 301, 302, 303, 304, 305, 321).

(3) Three courses in ancient art (ArH 413, 414, 415, 416).

(4) 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 at right 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.

### 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

### Sample four-year program in Classics

Freshman Year	Credit hours
First-Year Latin (Lat 101, 102, 103), 3 terms	12
Social Science sequence, 3 terms	9
English Composition (Wr 121), 1 term	3
Arts and Letters sequence, 3 terms	9
Electives	12
Total freshman credit hours	45

Sophomore Year	Credit hours
Latin Authors (Lat 301, 302, 303), 3 terms	9
(Satisfies one Arts and Letters sequence)	
First-Year Greek (Grk 101, 102, 103), 3 terms	12
Natural Science sequence, 3 terms	9
English Composition (Wr 122 or 123), 1 term	3
Health education, 1 term	2
Latin Composition (Lat 347, 348, 349), 3 terms	3
Electives	8
Total sophomore credit hours	46

Junior Year	Credit hours
Latin Authors (Lat 411), 3 terms	9
Latin Prose Composition (Lat 447, 448, 449), 3 terms	3
Greek Authors (Grk 301, 302, 303), 3 terms	9
History of Greece (Hst 411, 412), 2 terms	6
History of Rome (Hst 413), 1 term	3
(History satisfies one Social Science sequence)	
Natural Science sequence, 3 terms	9
Elective or additional Latin (Lat 301, 405, or 407)	6
Total junior credit hours	45

Senior Year	Credit hours
Latin Authors (Lat 411), 1 term	3
Greek Authors (Grk 411), 3 terms	9
Literature in English Translation (Cl 301-5, 321), 3 terms	9
Electives, Greek Prose Composition, additional Greek or Latin	25
Total senior credit hours	46



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 *kaine*.

**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. Offered irregularly.

**Grk 301, 302, 303. Authors: [Term Subject]. 3 credit hours each term.** 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. Pascal.

**Lat 199. Special Studies. 1-3 credit hours.**

**Lat 301, 302, 303. 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. 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.

**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 irregularly.

**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. 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 101, 102, 103. Biblical Hebrew. 4 credit hours each term.** Offered irregularly.

### Classics in English 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.

**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.

**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 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 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 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 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

**215 Friendly Hall  
Telephone 686-3986  
Irving Wohlfarth, Program Director**

Irving Wohlfarth, Ph.D., 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, Professor of 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.

**Please 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 107, 108, 109. Students with sufficient background may take three advanced history courses to fulfill this requirement.

**Upper-Division.** C Lit 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 Art History, East Asian Languages and Literature, 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. Approaches to 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.** Recent topics have included the following:

Fantasy and Reality in 17th- and 18th-Century Literature. Desroches.

Modern Women Writers. Birn.

Madness in Literature. Desroches.

Suicide and Literature: East and West. Wolfe.

**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.

Autobiography. 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. Hatzon-tonis.

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 1982-83.

### Courses Available in Translation

**Chn 307, 308, 309. Introduction to Chinese Literature. 3 credit hours each term.**

**Chn 407. Seminar in Chinese Literature. (G) 3 credit hours.**

**Chn 462. Twentieth-Century Chinese Literature. 3 credit hours.**

**CI 301. Literature: Greek Epic. 3 credit hours.**

**CI 302. Literature: Greek Drama. 3 credit hours.**

**CI 303. Literature: Greek Philosophy. 3 credit hours.**

**CI 321. Classic Myths. 3 credit hours.**

**CI 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 420. Modern Russian Novel. (G) 3 credit hours.**

**SL 422. Modern Russian Poetry. (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; Petrarchism in Western European Literature.

**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; Semiotics; Sociology of Culture; Language and Society in the 18th Century.

**C Lit 508. Colloquium on Literary Theory. Credit hours to be arranged.**

**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, Wohlfarth.

# Computer and Information Science

64 Prince Lucien Campbell Hall

Telephone 686-4408

Department Head, To be appointed

## Faculty

Gordon P. Ashby, M.B.A., Senior Instructor (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 (artificial intelligence). B.S., Rensselaer, 1968; Ph.D., Carnegie-Mellon, 1974.

David G. Moursund, Ph.D., Professor (computers in education, numerical analysis). B.A., Oregon, 1958; M.S., 1960, Ph.D., 1963, Wisconsin.

Andrzej Proskurowski, Ph.D., Associate Professor (combinatorial algorithms, complexity of computation). M.S., Warsaw Technical University, 1967; Ph.D., Royal Institute of Technology, Stockholm, Sweden, 1974.

Gilbert B. Shaw, Ph.D., Assistant Professor (computer vision, picture languages). B.A., Carleton, 1965; Ph.D., Chicago, 1971.

George W. Struble, Ph.D., Associate Professor. B.A., Swarthmore, 1954; M.S., 1957, Ph.D., 1961, Wisconsin.

## General Information

Computer and information science is the study of ways to model, analyze, and transform information. Major areas are (1) study of methods for storing and retrieving large amounts of data (information storage and retrieval); (2) study of means to transform information 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 that 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 for many courses changes substantially and new courses are added. New courses are generally first offered as experimental courses (CIS 410 or 510). The computer and information science department offers a substantial summer session program, including about fifteen different courses. Many of these courses are especially designed for educators. Educators can earn a master's degree in computer science education through this summer program.

**Careers.** The demand for computer programmers and systems analysts is well ahead of the supply. A Bachelor of Science 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, implementing, maintaining, or managing information systems for commercial or scientific applications.

**Facilities.** At the University of Oregon, computing facilities available for research or instructional purposes include an IBM 4341, a DEC system 1091, over 100 smaller computers and about 400 terminals. The computer and information science department has an assortment of microcomputers for student and faculty use.

## Undergraduate Studies

The Department of Computer and Information Science offers the Bachelor of Arts and Bachelor of Science degrees. Each program has the following requirements, each course of which must be passed with a grade of C minus (or P) or higher.

### Degree Requirements

**Major.** Forty-two credit hours (30 credit hours, excluding CIS 472, must be upper-division). Up to 9 hours of courses with substantial computer science content and with computer programming prerequisites offered by other departments, may be applied to this requirement by petitioning the undergraduate affairs committee. The following specific courses are required: CIS 311, 313, 315, 422, and 423.

(model program box goes here, on disk gc-10-2)

**Minor.** Twenty-seven hours in a field which substantially uses computers (18 credit hours must be upper-division). Typical fields include biology, business, chemistry, economics, mathematics, physics, psychology, and technical writing.

**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. Mathematics courses required of CIS majors may also be used towards satisfying the University science-group requirement.

**Writing.** In addition to the two terms of writing required of all undergraduate majors, the CIS department requires a third course. It may be any one of the three courses: Wr 216, Wr 320, Wr 321.

### 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 mathemat-

### Model Program

A student may meet the University and departmental requirements by taking courses according to the schedule listed below. Individual programs may vary according to each student's placement scores, interests, and work load; students should consult an academic adviser in adapting their programs to their individual needs. For example, the computer science courses can be completed in the student's sophomore through senior years if the freshman year is used to explore, to work toward University requirements, and to take courses in mathematics and courses preparatory to the minor.

Freshman year	credits
CIS 201, 203, 311	12
Mth 201, 202, 231, 232	16
WR 121	3
HE 250 (or alternate)	3
Three group-satisfying social science courses	9
One elective course	3
<b>Total</b>	<b>46</b>

Sophomore year	credits
CIS 313, 315	8
One Computer Science elective	4
WR 122 or 123	3
Mth 203	4
Three group-satisfying science courses	12
Three group-satisfying arts and letters courses	9
Three lower-division courses toward a minor	9
One elective course	3
<b>Total</b>	<b>52</b>

ics (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 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.

### Departmental Admission

There are a number of introductory courses such as CIS 121, 131, 133, 150, 201, 203, 234, 241, and 472 that are open to all students having the prerequisites on a first-come, first-served basis. Most other courses are limited to students with upper-division, major, or graduate admission to the department. In a few courses, preference is given to these students, but other students may enroll if space is available.

Junior year	credits
CIS 422, 423	6
One Computer Science elective	4
WR 320 (or alternate)	3
Three group-satisfying social science courses	9
Three group-satisfying arts and letters courses	9
Three upper-division courses toward a minor	9
Two elective courses	6
<b>Total</b>	<b>46</b>

Senior year	credits
Three Computer Science electives	12
Three upper-division courses toward a minor	9
Nine elective courses	27
<b>Total</b>	<b>48</b>

Students intending to pursue careers in business information systems normally choose their CIS elective courses from CIS 241, 242, 342, 435, 451. These students are encouraged to take Math 207, 208, and 209 instead of 201, 202, and 203.

Students intending to pursue careers in nonbusiness applications programming normally choose their CIS elective courses from CIS 234, 241, 413, 424, 441, 445, 451, 473.

Students intending to pursue careers in systems programming normally choose their CIS elective courses from CIS 413, 414, 415, 424, 451.

Students intending to pursue graduate work in Computer Science normally choose their CIS elective courses from CIS 413, 414, 415, 445, 451, and perhaps some 500-level courses. These students need a strong mathematical background, and, therefore, most minor in mathematics.

All students wanting to work for a baccalaureate degree in CIS are initially classified as pre-CIS majors. With this status, students may take lower-division courses. The next step is upper-division admission, which allows a student restricted access to upper-division courses. This status is also appropriate for students with other majors who want to take a few courses in the CIS department. The final step is major admission, which allows a CIS major to take courses, especially CIS 422 and 423, needed for completion of the CIS major program.

After completing CIS 203, a student may apply for upper-division admission. The requirements are a 3.0 GPA over all CIS courses taken, and a 2.5 GPA over all mathematics courses taken.

After completing CIS 315, a student may apply for major admission. The requirements are a 3.0 GPA over all CIS courses taken numbered 201 and above, and a 2.66 GPA over all mathematics courses taken numbered 201 and above.

In computing the GPAs required for upper-division and major admission, a grade of P will be counted as C if the course was offered on a graded basis. A grade of P will be ignored if the course was offered on P/N basis only. A grade of N will always be counted as F. Achieving the above GPAs does not guarantee that upper-division or major admission will be granted. For example, a student with two or more W's in CIS courses, or one who takes 100-level courses after having had higher-level courses, is unlikely to be granted admission status.

Upper-division or major admission status may be revoked, if a student earns poor grades, or drops from, fails, or withdraws from two or more CIS courses.

Currently, CIS 311, 313, 315, and 342 require upper-division admission. CIS 422 and 423 require major admission. Many other 400-level courses require or give enrollment preference to upper-division or major admission. In addition, first preference for enrollment in CIS 242 will be given to students with upper-division or major admission.

## Graduate Studies

The Department of Computer and Information Science offers programs leading to the Doctor of Philosophy degree, and to the degrees of Master of Arts and Master of Science. The department also coordinates interdisciplinary master's degrees in other fields including a computer science degree program for teachers.

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 substantial course work from the Department of Computer and Information Science.

### Master's Program

Candidates for admission to a Master's degree program should have substantial experience, academic or vocational, in computing; an undergraduate degree in computer science is not required.

Requirements for the master's degree are the following:

- (1) 60 credit hours are required (45 of which must be from the computer and information science department).
- (2) Any of the remaining 15 hours may be taken outside the department; however, they must be approved by the graduate affairs committee.
- (3) CIS 505 must be approved by the graduate affairs committee in order to count toward the 45 hours.

(4) All courses to be counted toward the 45 hours must be taken for a grade and passed with a grade of C or better.

(5) B average must be maintained in all CIS courses.

Students with undergraduate degrees in computer science can expect to complete the master's degree in four to six terms. Students admitted without an undergraduate degree in computer science will normally require more time.

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.

### Doctoral Program

The Doctor of Philosophy in Computer and Information Science is above all else a degree of quality which is not conferred simply for the successful completion of a specified number of courses or a number of years of study. It is a degree reserved for students who demonstrate both a comprehensive understanding of computer and information science and an ability to do creative research.

### A. Admission to the Ph.D. Degree Program

To be admitted to the Ph.D. program a student must:

- (a) meet the normal admission requirements of the University of Oregon Graduate School and the graduate program in computer and information science;
- (b) have the equivalent of a master's degree in computer and information science;
- (c) pass a qualifying examination. (Conditional admission to the Ph.D. program is granted to qualified applicants for the period of preparation for this examination.)

The following is a clarification of requirements (b) and (c).

(b) It is not specifically required that a student be awarded a master's degree in Computer and Information Science to be admitted to the Ph.D. program. However, students must have completed either enough course work at the graduate level or have had sufficient advanced work experience in computer science to meet the usual requirements for an M.S. degree in computer science.

(c) The qualifying examination is a written examination that is taken after a student has completed course work equivalent to a master's degree in CIS. The qualifying examination covers six areas of study in computer science: intelligent systems, theoretical computer science, software systems science, computer systems, information systems, and software methodology. A student is required to take examinations in four of these six areas. This examination is administered twice a year, at the end of fall and spring terms. A student has two opportunities to pass a qualifying examination.

### B. Ph.D. Advisory Committee

After passing the qualifying examination and being admitted to the Ph.D. program, a student must select a faculty Ph.D. adviser. The faculty adviser is usually someone who has expertise in one or more areas of research in which the student expects to concentrate. The student and the Ph.D. adviser then form a Ph.D. advisory committee, the head of which is usually the faculty adviser.

The student and the advisory committee then formulate a plan of study for completing the remaining requirements for the Ph.D. degree.

### C. Ph.D. Degree Requirements

(a) Every Ph.D. student at the University of Oregon must meet all requirements set by the Graduate School, as listed in the graduate catalog.

(b) Every Ph.D. student is required, in addition, to complete a minor course of study consisting of at least three courses in some other department, with the approval of the student's advisory committee. The courses that constitute a minor must carry graduate credit for students in the CIS department.

(c) Every Ph.D. student must complete approximately 30 credit hours of graduate level courses beyond the master's degree.

(d) Upon completion of all courses required by the student's advisory committee, the student must take an area examination. This examination, administered by the student's advisory committee, will emphasize the basic material in the student's area(s) of research concentration. A student must pass this examination to advance to candidacy for the degree.

(e) After admission to candidacy, a student must select a thesis adviser who will direct the Ph.D. dissertation research. The student, the thesis adviser, and the Graduate School then form a dissertation committee.

(f) Finally, the student must complete a written dissertation containing substantial, original research in computer and information science and present it to the dissertation committee. The dissertation must be approved by this committee. The student must then make a formal oral presentation of the dissertation. The course of study leading to a Ph.D. degree will normally require from four to five years beyond the baccalaureate degree.

### D. Areas of Ph.D. Research

It is vitally important that a Ph.D. student be able to work effectively with at least one thesis adviser in an area of research of mutual interest and at a sufficiently deep level of expertise. It is important, therefore, that the student identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member whose research coincides and who can supervise the writing of a thesis.

## Courses Offered

### Undergraduate Courses

**CIS 121. Concepts of Computing. 3 credit hours.** A survey of the capabilities, limitations, and implications of computers; designed as an 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.** Basic principles of business-information processing and programming using the language BASIC. Examples and applications 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 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. 1-3 credit hours.** Topics are arranged and 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. Introduction to Computer Science I. 4 credit hours.** Introductory course for majors and others seriously interested in computer science. Includes problem-solving methods, algorithm design, and structure of computers. Includes brief exposure to computer programming. Prerequisite: four years of high school mathematics, or Mth 101, or consent of instructor.

**CIS 203. Introduction to Computer Science II. 4 credit hours.** 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, with introduction to the language PASCAL. Prerequisite: CIS 201, or CIS 234, or CIS 242.

**CIS 234. 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, or CIS 203, or CIS 242.

**CIS 241. Introduction to Information Systems. 4 credit hours.** Structure, capabilities, and use of an information system. Topics include 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.** Introduction to the programming language COBOL; fundamentals of business-information processing. Prerequisite: any CIS course numbered 131 or higher, except CIS 201.

**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. Not offered 1982-83.

**CIS 311. Computer Organization. 4 credit hours.** Introduction to digital logic, machine organization, structure and instruction sets. Assembly language programming. Prerequisite: CIS 203 and Mth 231.

**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, CIS 311, and Mth 231.

**CIS 315. Analysis of Programs. 4 credit hours.** Structured programming, program verification, and algorithm analysis. Prerequisite: CIS 313 and Mth 232.

**CIS 403.** Credit hours to be arranged.

**CIS 405. Reading and Conference.** Credit hours to be arranged.

### Upper-Division Courses Carrying Graduate Credit

**CIS 342. Business Information Processing. (g) 4 credit hours.** An advanced course in COBOL programming and analysis of business systems from a computer science viewpoint. Intended for students with a professional interest in COBOL programming. Prerequisite: CIS 242 and one of CIS 234, 311, or 313.

**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 Consulting. (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: experience in two or more programming languages and consent of instructor. No more than 4 credits may be earned by any student. Graded P/N 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. (g) 4 credit hours.** Second course 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. (g) 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 413.

**CIS 415. Operating Systems. (g) 4 credit hours.** Introduction to major concepts in the design of operating systems, emphasis on the interrelationships between the operating systems and the architecture of computer systems. Prerequisite: CIS 413.

**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.

**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 311 or equivalent.

**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.

**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, micro-programming, 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 on 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. Not offered 1982-83.

**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. Offered alternate years with CIS 531.

**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 problem-solving search. Game playing and theorem proving techniques. Rule-based systems. Prerequisite: CIS 313 or consent of instructor.

**CIS 573. Pattern Recognition. 4 credit hours.**

Methods of pattern recognition including basic sets of recognition and descriptive techniques. A number of systems which employ these methods will be studied. Prerequisite: CIS 571. Not offered every year.

**CIS 574. Computer Vision. 4 credit hours.**

Computer extraction and identification of objects in visual scenes. Fundamental techniques, some current topics, and study of contemporary systems. Not offered every year.

**CIS 575. Natural Language Processing. 4 credit hours.**

Problems associated with the acquisition, representation, and appropriate utilization of knowledge by programmed systems. Roles of syntax, semantics, and pragmatics in language processing. Not offered every year.

# East Asian Languages and Literatures

**302 Friendly Hall****Telephone 686-4005****Stephen W. Kohl, Department Head****Faculty**

Michael B. Fish, Ph.D., Associate Professor (T'ang and earlier Chinese literature). B.A., Knox College, 1965; M.A., 1968, Ph.D., 1973, Indiana.

Angela Jung, Ph.D., Professor (classical and modern Chinese literature). B.A., Catholic University, (of Peking), 1946; M.A., 1949, M.L.S., 1954, Ph.D., 1955, Washington.

Stephen W. Kohl, Ph.D., Associate Professor (modern Japanese literature). B.A., 1967, Ph.D., 1974, Washington.

Yoko M. McClain, M.A., Associate Professor (modern Japanese language and literature). Diploma Tsuda College, Tokyo, 1950; B.A., 1956, M.A., 1967, Oregon.

Alan Wolfe, M.A., Assistant Professor (Japanese and comparative literature). B.A., 1966, M.A., 1971, Columbia.

Lucia Yang, Ph.D., Assistant Professor (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 student majoring in Chinese or Japanese.

**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 301, 302, 303, 304), 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 Chinese initial conversation, reading, and writing. Characters and spoken language presented concurrently throughout the year with emphasis on grammatical patterns. Yang.

**Chn 199. Special Studies. 1-3 credit hours.**

**Chn 201, 202, 203. Second-Year Chinese. 5 credit hours each term.** The increased use of characters and grammatical patterns; designed to build fluency in reading, writing, and conversation. Jung.

**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.

**Chn 301. 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 poetries. No prerequisite. All readings are in English. Fish.

**Chn 302. 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.

**Chn 303. 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 304. 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. Jung.

**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. Fish, Jung.

**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 420, 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 Shang-yin. Consent of instructor is required. Not offered 1982-83.

**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.

**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 1982-83.

**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. Not offered 1982-83.

**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.

**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. Offered alternate years.

### 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.

**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. Recent topics have been Contemporary Fiction; Women in Japanese literature; the Aftermath of War; Japanese Film and Literature under the U.S. Occupation.

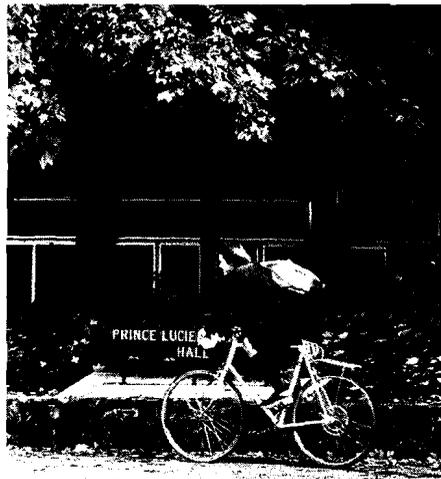
**Jpn 411, 412, 413. Contemporary Japanese. (g) 3 credit hours each term.** Advanced readings in Modern documentary and literary Japanese, and use of standard reference materials. Kohl.

**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.



## Economics

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Richard M. Davis, Director  
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### Faculty

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Robert Campbell, Ph.D., Professor (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 (economic theory). B.A., Colgate, 1939; M.A., 1941, Ph.D., 1949, Cornell.

Randall W. Eberts, Ph.D., Assistant Professor (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 (international finance). B.A., North Carolina, 1950; M.S., 1953, Ph.D., 1967, Johns Hopkins.

Myron A. Grove. Ph.D., Professor (economic theory, mathematical economics). B.S., 1957, M.S., 1959, Oregon; Ph.D., Northwestern, 1964.

Stephen E. Haynes, Ph.D., Assistant Professor (international finance and econometrics). B.A., 1968, Ph.D., 1976, California, Santa Barbara.

Joni Hersch, Ph.D., Assistant Professor (labor economics and econometrics). B.A., 1977, South Florida; Ph.D., 1981, Northwestern.

Chulsoon Khang, Ph.D., Professor (pure theory of international trade). B.A., Michigan State, 1959; M.A., 1962, Ph.D., 1965, Minnesota.

H. T. Koplín, Ph.D., Professor (economic theory, public finance). B.A., Oberlin, 1947; Ph.D., Cornell, 1952.

Raymond Mikesell, Ph.D., W. E. Miner Professor (international economics and economic development). B.A., 1935, M.A., 1935, Ph.D., 1939, Ohio State.

Barry N. Siegel, Ph.D., Professor (monetary theory). B.A., 1951, Ph.D., 1957, California, Berkeley.

Robert E. Smith, Ph.D., Professor (industrial organization and public policy and the multinational corporation). B.A., Southern California, 1943; Ph.D., California, Los Angeles, 1963.

Joe Stone, Ph.D., Associate Professor (labor economics, international trade). B.A., Texas, El Paso, 1970; Ph.D., Michigan State, 1977.

James N. Tattersall, Ph.D., Professor (economic history, public finance). B.A., 1954, M.A., 1956, Ph.D., 1960, Washington.

Alden L. Toevs, Ph.D., Associate Professor (natural resources and applied econometrics). B.S., Lewis and Clark, 1971; Ph.D., Tulane, 1975.

Marshall D. Wattles, Ph.D., Emeritus Professor (economic theory). B.A., Southwest Missouri State, 1938; M.A., Missouri, 1941; Ph.D., Ohio State, 1950.

W. Ed Whitelaw, Ph.D., Professor (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



**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				Sophomore Year			
Course	Term			Course	Term		
	F	W	S		F	W	S
College Algebra, 4 cr .....	Mth 101	—	—	Calculus, 4 cr .....	Mth 209	—	—
Calculus, 4 cr .....	—	Mth 207	Mth 208	Intermediate Econ Theory .....	Ec 375	Ec 376	Ec 376
English Composition, 3 cr .....	Wr 121	—	—	Basic Subject-area Econ Courses .....	Ec 321	Ec 322	Ec 323
Principles of Economics, 3 cr .....	—	Ec 201	Ec 202	English Composition, 3 cr .....	(Wr 122 or 123, one term)		
Accompanying Economics Tutorial, 1 cr .....	—	Ec 199	Ec 199	Science Elective, 3 cr .....	(During terms when not enrolled in writing)		
Arts and Letters Elective, 3 cr .....	(One course each term)			Arts and Letters elective, 3 cr .....	(One course each term)		
Science Elective <b>or</b>				Social Science elective, 3 cr .....	(During terms when not enrolled in Mth 209)		
Foreign Language, 3 cr .....	(One course each term)						
Social Science Elective, 3 cr .....	(One course each term)						

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.

Students interested in more detailed information are encouraged to consult with the department's Peer Advising program, 414 Prince Lucien Campbell Hall.

**Preparation.** Suggested preparation for entering freshmen is four years of high school mathematics. Prospective majors are strongly urged to satisfy part of their science group requirement with an introductory calculus course, to be taken in the freshman or sophomore year. Suggested preparation for two-year college transfers is 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 of 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, and at least 15 credit hours of which must be in courses numbered 400 or above (excluding Ec 409 Practicum).
- (4) Completion of all economics courses offered in satisfaction of the major requirement with a grade of C or P or better.

#### 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) 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.

Applications 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 wanting 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 macroeconomic 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 econometric 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 completed requirements for 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 macroeconomic 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.

The Department of Economics requires that the dissertation be completed within three calendar years of advancement to candidacy.

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 sections, 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 204, 205. Microeconomics and Macroeconomics (Honors). 3 credit hours each term.** Intensive introduction to supply and demand in a decentralized market economy, and to the behavior of aggregate output, employment, inflation, and to countercyclical monetary and fiscal policy in the U.S. economy.

**Ec 311. Money and Banking. 3 credit hours.** 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 315. Urban Economic Problems. 3 credit hours.** Application of basic economic analysis to the understanding of selected problems of urban areas. Problem areas may include: urban and metropolitan growth, urban land use, race and poverty in the city, urban education systems, slums and urban renewal, urban transportation, crime, and environmental quality in the city. Prerequisite: Ec 201. Whitelaw.

**Ec 329. Introduction to Public Economics. 3 credit hours.** 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 332. Issues in Resource Economics. 3 credit hours.** Application of basic economic analysis to the understanding of selected problems in the use of natural resources. Problem areas may include: conservation and the time pattern of use of replenishable and nonreplenishable natural resources; forestry and fisheries management, energy and energy resources, ground and surface water utilization. Prerequisite: Ec 201. Toevs.

**Ec 333. Issues in Environmental Economics. 3 credit hours.** Application of basic economic analysis to the understanding of selected problems in the use of the natural environment. Problem areas may include: the definition of an optimal use of the environment, air and water pollution, solid waste disposal,

policy alternatives for moving toward a more optimal use of the environment. Prerequisite: Ec 201. Toevs.

**Ec 335. Human Capital: Problems and Issues. 3 credit hours.** Application of basic economic analysis to the understanding of selected issues in the utilization of human capital. Topics may include: investment in education and training, effects of poor health and aging, discrimination, marriage and the family, and public policies to achieve an optimal investment in human capital. Prerequisite: Ec 201. Anthony, Campbell.

**Ec 340. Introduction to International Economics. 3 credit hours.** Analysis of exchange across international boundaries: the theory of comparative advantage, the balance of payments and balance of payments adjustments, international financial movements, exchange rates and international financial institutions, trade restrictions and trade policy. Prerequisite: Ec 201 and 202. Goldstein, Haynes.

**Ec 344. Labor Market Issues. 3 credit hours.** Uses basic economic analysis to explore selected labor market issues and public policy proposals. Topics may include: the changing structure of employment and unemployment, youth unemployment and the legal minimum wage, changes in labor force composition and labor force participation rates, the dual labor market hypothesis, trends and changes in collective bargaining, economic discrimination against women and minorities in the labor market, and health and safety regulations. Prerequisite: Ec 201, 202. Stone, Hersch.

**Ec 350. The Market System and Its Critics. 3 credit hours.** The market system, or capitalism, as described by its proponents, by reformist critics, and by radical critics. Reading selected to represent each point of view. Prerequisite: Ec 201. Davis.

**Ec 357. Problems and Issues in the Developing Economies. 3 credit hours.** Application of basic economic analysis to the understanding of economic change in the developing economies. Topics may include: role of central planning, capital formation, population growth, agriculture, health and education, interaction between economic and cultural change, the "North-South debate," and other policy issues. Prerequisite: Ec 201. Anthony, Mikesell.

**Ec 360. Private Industry and Public Policy. 3 credit hours.** Application of basic economic analysis to current issues in industrial organization and public policy. Topics may include: analysis of market power, trends in industrial structure, the role of advertising, pricing policies and inflation, impact of social regulation (e.g., OSHA, EPA), and international comparisons. Prerequisite: Ec 201, 202. Smith.

**Ec 370. The Evolution of Economic Ideas. 3 credit hours.** A survey of the development of economic thought from the ancient world to the twentieth century. Discussions will stress the major schools of economic thought, the transitions between schools, and their relationship to the other social ideas of their times. Prerequisite: Ec 201. Campbell.

**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 390. The Rise of the Western Economies. 3 credit hours.** A broad survey of the economic history of the major industrial economies. Alternative explanations of the "rise of the West." Prerequisite: Ec 201. Tattersall.

**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.** Credit may be given for participation in the department's Peer Advising program.

### 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 from 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.  
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. Hyperinflation. 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. Prerequisite: Ec 375, 376 or Ec 475, 476. Siegel.

**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 201; Ec 376-377 recommended. Mth 101, 102 or equivalent. Whitelaw.

**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, Hersch.

**Ec 429. Theory of the Public Economy. (G) 3 credit hours.** Rationale for the public sector. Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency. Impact of political structures and voting rules on the outcome of public choices. Prerequisite: Ec 201, 202. Koplin.

**Ec 430. Public Revenues and Expenditures. (G) 3 credit hours.** Public budgeting, detailed consideration of the principles of taxation and expenditure, analysis and comparison of various forms of taxation, government enterprises. Prerequisite: Ec 201, 202. Eberts, Koplin.

**Ec 431. Economics of Public Regulation. (G) 3 credit hours.** Changing nature of public regulation of private enterprise. Public utility regulatory theory and proposals for change. The "new" regulatory framework: health, safety, environmental, and other constraints on private economic decisions. Cost-benefit analysis of public regulation. Prerequisite: Ec 201, 202. Eberts, Koplin.

**Ec 432. Resource Economics. (G) 3 credit hours.** Application of economic analysis to an understanding of the optimal use of a resource. Determination of the appropriate time pattern of harvest for a replenishable resource and of the appropriate rate of exhaustion of a non-replenishable resource. The role of resource economics in the formulation of public policy. Prerequisite: Ec 376, 377. Toevs, Khang.

**Ec 433. Environmental Economics. (G) 3 credit hours.** Application of economic analysis to the problem of the appropriate use of the environment. Formulation of rules for an economically optimal level of environmental quality (of air, water, and land) and the role of such economic analysis in the formulation of public policy toward the environment. Prerequisite: Ec 376, 377. Whitelaw, Toevs.

**Ec 435. Human Capital Theory. (G) 3 credit hours.** Application of economic analysis to the determination of an optimal amount of investment in human capital. Estimation of the rate of return on investment in education and health. Imperfections in the human capital market. Impact of marriage, discrimination, and crime on human capital investment. The role of human capital theory in the formulation of public policy. Prerequisite: Ec 376, 377. Anthony, Grove.

**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, employment 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, Hersch.

**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 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. Comparative Economic Systems. (G) 3 credit hours.** Comparative study of alternative forms of economic organization. Market-directed versus planned economies; centralized versus decentralized planning. Case studies of individual economies. Prerequisite: Ec 201, 202. Davis.

**Hst 455, 456. Economic History of Modern Europe. (G) 3 credit hours each term.** Hst 455 covers developments from the beginning of the sixteenth century to the beginnings of the Industrial Revolution in Britain; Hst 456 covers the late eighteenth century to the present. May be counted as economics credit in 1982-83. 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 470. Issues in Modern Economic Thought. (G) 3 credit hours.** Discussion of neglected classics in contemporary economic thought and of contemporary works which have been, or are, influential in shaping economic policy. Emphasis on linkages among current comprehensive social theories and their relationship to earlier ideas. Prerequisite: Ec 201, 202. Campbell.

**Ec 474. The Economic Framework of Business Enterprise. (G) 3 credit hours.** A comprehensive review of micro- and macro-economic analysis designed to relate the operation of the business firm to its broader economic environment. Prerequisite: enrollment in the MBA program of the Graduate School of Management or permission of the instructor. Campbell.

**Ec 475, 476, 477. Advanced Economic Theory. (G) 3 credit hours each term.** Intensive examination of basic principles of price and distribution theory and income and employment analysis. Prerequisite: Ec 201, 202, and elementary calculus. Khang, Koplin, Hersch.

**Ec 480. Topics in Mathematical Economics. (G) 3 credit hours.** Mathematical formulations of economic theory. Selected topics may include: linear programming, elementary growth models, matrices, stability analysis and equilibrium behavior under uncertainty, production functions, and Slutsky equation analysis of consumer demand. Prerequisite: Ec 201, 202, and elementary calculus. Grove, Khang.

**Hst 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. May be counted as economics credit in 1982-83. Pope.

**Ec 490. Problems and Issues in Economic History. (G) 3 credit hours.** Current issues and controversies in economic history. Topics may include: issues in differences in economic development among nations, the role of transportation in U.S. economic development, economic analysis of the institution of slavery, the public sector role in economic development. Prerequisite: Ec 201, 202. Tattersall.

**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. Bierweg, 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, Khang, Siegel. Applied Econometrics. Bierweg, Eberts, Haynes, Toevs.

Economic History. Tattersall. History of Economic Thought. Campbell. Industrial Organization and Control. Smith. International Finance. Goldstein, Haynes. 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. Bierweg. Journal Seminar. Stone.

**Ec 508. Workshop.** Credit hours to be arranged. Graded Pass/no-Pass only.

**Ec 509. Practicum. 1-3 credit hours.** Graduate teaching fellows may receive 3 hours credit per term; available to other graduate students only with permission of department head.

**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.

# English

**118 Prince Lucien Campbell Hall**  
**Telephone 686-3911**  
**George Wickes, Department Head**

## Faculty

Robert C. Albrecht, Ph.D., Professor (American literature). B.A., Illinois, 1955; M.A., Michigan, 1957; Ph.D., Minnesota, 1962.

Roland C. Ball, Ph.D., Professor (comparative literature: romanticism, modern drama). B.A., Swarthmore, 1939; M.A., Cornell, 1941; Ph.D., California, 1953. Retiring December 1982.

Roland Bartel, Ph.D., Professor (English education; romanticism). B.A., Bethel, 1947; Ph.D., Indiana, 1951.

James L. Boren, Ph.D., Associate Professor (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 (black literature). B.A., 1961, M.A., 1962, San Francisco State College; Ph.D., Oregon, 1971.

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

John T. Gage, Ph.D., Assistant Professor (rhetoric, writing, modern poetry), Director of Composition. B.A., 1969, M.A., 1971, Ph.D., 1976, California, Berkeley.

Stanley B. Greenfield, Ph.D., Professor (Old and Middle English). B.A., Cornell, 1942; M.A., 1947, Ph.D., 1950, California.

Thelma Greenfield, Ph.D., Professor (Renaissance drama). B.A., 1944, M.A., 1947, Oregon; Ph.D., Wisconsin, 1952.

Clark Griffith, Ph.D., Professor (American literature), Director of Graduate Studies. A.B., Central College (Mo.), 1947; M.A., Southern Methodist, 1948; Ph.D., Iowa, 1952.

Robert Grudin, Ph.D., Associate Professor (Renaissance). B.A., Harvard, 1960; M.A., 1963, Ph.D., 1969, California.

John A. Haislip, Ph.D., Professor (poetry writing). B.A., 1950, Ph.D., 1965, Washington (on leave, spring 1983).

William J. Handy, Ph.D., Professor (modern American; criticism). B.A., 1947, M.A., 1949, Ph.D., 1954, Oklahoma.

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

Gloria E. Johnson, Ph.D., Associate Professor (English drama). B.A., Barnard, 1944; M.A., 1946, Ph.D., 1954, Columbia.

Glen A. Love, Ph.D., Professor (American literature; rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington.

Richard M. Lyons, M.F.A., Professor (fiction writing), Director of Creative Writing. B.A., Brooklyn, 1957; M.F.A., Iowa, 1962. (on leave fall, winter 1982-83.)

Stoddard Malarkey, Ph.D., Professor (Middle English). A.B., Reed, 1955; M.Ed., Oregon State, 1960; Ph.D., Oregon, 1964.

Stanley R. Maveety, Ph.D., Professor (Renaissance; Bible literature). B.S., Northwestern, 1943; M.A., Columbia, 1950; Ph.D., Stanford, 1956.

Barbara Clarke Mossberg, Ph.D., Assistant Professor (American literature; genre studies). B.A., California, Los Angeles, 1970; M.A., 1972, Ph.D., 1977, Indiana. (on leave 1982-83.)

Frederick Newberry, Ph.D., Assistant Professor (American literature). A.B., 1966, M.A., 1969, Redlands; Ph.D., Washington State, 1977.

William Rockett, Ph.D., Associate Professor (Renaissance). B.A., 1961, M.A., 1963, Oklahoma; Ph.D., Wisconsin, 1969.

Ralph J. Salisbury, M.F.A., Professor (creative writing). B.A., 1949, M.F.A., 1951, Iowa. (On leave spring 1983.)

Sharon Rochelle Sherman, Ph.D., Assistant Professor (folklore). Ph.B., Wayne State, 1965; M.A., California, Los Angeles, 1971; Ph.D., Indiana, 1978.

Irma Z. Sherwood, Ph.D., Associate Professor (eighteenth century). A.B., Barnard, 1940; M.A., 1942, Ph.D., 1945, Yale.

John C. Sherwood, Ph.D., Professor (eighteenth century). B.A., Lafayette, 1941; M.A., 1942, Ph.D., 1945, Yale.

Richard L. Stein, Ph.D., Associate Professor (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 (English novel; Victorian literature), Head Adviser to Majors, Director English Honors. A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard.

William C. Strange, Ph.D., Professor (romanticism; lyric). B.A., Whitman, 1952; M.A., Montana, 1953; Ph.D., Washington, 1963. (On leave fall 1982.)

Donald S. Taylor, Ph.D., Professor (eighteenth century). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley. (On leave fall 1982.)

Nathaniel Teich, Ph.D., Associate Professor (romanticism; writing; criticism). B.S., Carnegie Institute of Technology, 1960; M.A., Columbia, 1962; Ph.D., California, Riverside, 1970.

J. Barre Toelken Ph.D., Professor (folklore). B.S., Utah State, 1958; M.A., Washington State, 1959; Ph.D., Oregon, 1964.

A. Kingsley Weatherhead, Ph.D., Professor (modern poetry, fiction). M.A., Cambridge, 1949; M.A., Edinburgh, 1949; Ph.D., Washington, 1958.

George Wickes, Ph.D., Professor (modern literature). B.A., Toronto, 1944; M.A., Columbia, 1949; Ph.D., California, 1954.

## 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 educa-

tion, 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 sense of history and a reading knowledge of at least one foreign language. Majors should construct their programs in consultation with an adviser. The general major requirements for the degree of Bachelor of Arts 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 chair. 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 chair 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 the 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. program in English and the M.A. program 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 non-native speakers: a score of 600 of 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, English department.

(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 Requirement

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 course 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.** This degree 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 requiring a thesis (a work of imaginative writing) in place of 5 credit hours of formal course work.

**The Interdisciplinary M.A.** For information see description in Graduate School section of this catalog under "Interdisciplinary Master's Programs."

#### 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 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 requires at least three years of 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 for 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 toward 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 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.** Applicants will need the approval of both the Department of Linguistics (signature of department head required) and the Department of English graduate admissions committee. The applicants must have, ordinarily, an M.A. in Linguistics, though provisional acceptance may be given to others, pending completion of course deficiencies and further review. There will be no requirement of a Ph.D. qualifying examination, but admissions will be carefully screened and relatively few.

Students in the English linguistics option may satisfy the field requirements as follows: (a) English courses: Eng 425, 490, 491, 511; and one further course from the following: Eng 492, 512, 513, 519, and 520. (b) Linguistics courses: 15 credits in graduate Linguistics courses to be completed over two years.

Successful completion of two exams, administered as regular English department field exams in fall and spring, are required from the following areas before the candidate can present a dissertation prospectus: (a) *English Linguistics* (Old English, Middle English, Modern English Grammar and History of the English Language) (b) *General Linguistics* (2 papers in General Linguistics in two different sub-fields of Linguistics on topics assigned by the Linguistics faculty.)

Students in the English linguistics option should consult the Linguistics department and the English department linguistics adviser for further requirements and policies.

**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 ability 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 department, 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 (taken at the University) 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. Non-native speakers should sign up for the department placement exam with the Office of International Student Services. Depending on TSWE scores of placement test results, students may be required to satisfy additional prerequisites for placement into Wr 121. These may include Wr 40, Wr 49, 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

**Please 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, T. Greenfield, Grudin, Johnson, Maveety, Rockett, I. Sherwood, Strange, Wickes.

**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 process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, 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. (Not offered 1982-83.)

**Eng 303. Epic. 3 credit hours.** A study of epic and heroic literary masterpieces and of the nature of the genre. Strange.

**Eng 304. Comedy. 3 credit hours.** The comic view in both dramatic and non-dramatic 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 though 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, J. Sherwood, 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. (Not offered 1982-83.)

**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 326. Western American Literature. 3 credit hours.** A study of major literary works of the American West, from frontier times to the present. 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.

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 1982-83.)

**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. (Not offered 1982-83.)

**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.

**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. (Not offered 1982-83.)

**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 1982-83.)

**Eng 428. Chaucer. (g) 3 credit hours.** Selections from *The Canterbury Tales* and minor poems. Boren, 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.

**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.

**Eng 434. Spenser. (G) 3 credit hours.** T. Greenfield. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**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.

**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 1982-83.)

**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. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**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. May be repeated for credit. Gage, 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.

**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. Gage, Love.

**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.

**Eng 492. Applied English Linguistics. (g) 3 credit hours.** Not offered 1982-83.

**Eng 493. Structure of English. (g) 3 credit hours.** Not offered 1982-83.

**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. (Not offered 1982-83.)

**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, Haislip, Wickes.

**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

**Please note:** 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. A no-grade course. Gage.

**Eng 503. Thesis.** Credit hours to be arranged. A no-grade course.

**Eng 505. Reading and Conference.** Credit hours to be arranged.

**Eng 507. Seminar.** Credit hours to be arranged. 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. A no-grade course. Gage.

**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*. 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. Offered in alternate years. (Not offered 1982-83.)

**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. Boren, Malarkey. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**Eng 524. Chaucer's Canterbury Tales. 4-5 credit hours.** A study of the complete *Canterbury Tales*. Prerequisite: Eng 428 or 425, or the equivalent. Boren, S. Greenfield, Malarkey. (Not offered 1982-83.)

**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. Grudin, T. Greenfield, Johnson.

**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. T. Greenfield. (Not offered 1982-83.)

**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. Boren, Newberry, Rockett.

**Eng 588. Modern British Poetry. 4-5 credit hours.** British poetry from Hardy to the present. Weatherhead. (Not offered 1982-83.)

**Eng 589. Modern American Poetry. 4-5 credit hours.** American poetry from the imagists to the present. Weatherhead. (Not offered 1982-83.)



**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. Griffith, Wickes. (Not offered 1982-83.)

**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. Hynes. (Not offered 1982-83.)

#### Writing: Undergraduate Courses

**Wr 40, 49, 91, 92 and 93 are self-support courses, offered through the Continuation Center. A separate fee will be assessed for all students enrolling in these courses. This fee must be paid in addition to regular tuition.**

**Wr 40. Developmental Composition. 3 credit hours.** A basic writing course that 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 49 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.

**Wr 49. Developmental Composition II. 3 credit hours.** A basic skills course; practice in sentence and paragraph construction, punctuation, usage and organization. Recommended for those with low writing placement scores as a prerequisite to Wr 121. Wr 49 carries 3 hours credit for enrollment (eligibility) but not graduate credit; it satisfies no University or college requirements.

**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. Wr 91, 92, 93 carry enrollment credit (eligibility) but no graduation credit; they satisfy no University or college requirements. Departmental placement exam required.

**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 49, or equivalent.

**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.

**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.

**Wr 185. Practical Grammar. 3 credit hours.** Focuses on the sentence and its various components: parts of speech, phrases, clauses, verbals, and sentence patterns and classifications. In addition to the various forms words may take, the course examines the various functions words, phrases and clauses may have in a sentence. The course of study includes such concepts as syntax, person, number, gender, case, tense, voice, and mood. The content also deals with agreement, diction, and punctuation.

**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.

**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.

**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.

**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 1982-83.)

**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 1982-83.)

**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 1982-83.)

**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.

## Folklore and Ethnic Studies

466 Prince Lucien Campbell Hall  
Telephone 686-3539  
Barre Toelken, Program Director

#### Participating Faculty

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).

Barre Toelken, Ph.D., Professor of English (folklore).

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 also look into the historical, geographical, political, and economic factors, which provide the backdrop for the identities of these groups and which account for patterns of exclusion, exploitation, and suppression.

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.

#### 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 nonwhite 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 102. 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 1982-83.

**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.**

**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.**

**Please note: Other upper-division courses with related subject matter may be included in individual folklore and ethnic studies certificate programs by arrangement with the instructors and the director of Folklore and Ethnic Studies.**



## General Science

**218 Fenton Hall**  
**Telephone 686-4706**  
**M. L. Fulton, Program Director**

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 16.

### 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 combinations 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 combinations 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, 203, 134 or another approved combination.

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 Prehealth 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 sequence 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 302). 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 either Descriptive Astronomy (Ph 104, 105, 106) or Elementary Astronomy (Ph 108, 109) and one of the following: Volcanoes and Earthquakes (Geol 292), Mountains and Glaciers (Geol 293), or Mineral Resources and the Environment (Geol 321).

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 physics section of this catalog for course descriptions.



# Geography

**107 Condon Hall**  
**Telephone 686-4555**  
**William G. Loy, Department Head**

## Faculty

Patrick J. Bartlein, Ph.D., Assistant Professor, (climatology, quantitative methods, water resources). B.A., 1972, M.S., 1975, Ph.D., 1978, Wisconsin, Madison.

Samuel N. Dicken, Ph.D., Professor Emeritus (coastal geomorphology, cultural geography, Oregon). B.A., 1924, Marietta, Ph.D., 1930, California.

Carl L. Johannessen, Ph.D., Professor (biogeography, Central America). B.A., 1950, M.A., 1953, Ph.D., 1959, California.

William G. Loy, Ph.D., Professor (cartography, interpretation of aerial imagery, place-name studies). B.A., Minnesota, 1958; M.S., Chicago, 1962; Ph.D., Minnesota, 1967.

Patricia F. McDowell, Ph.D., Assistant Professor (geomorphology, soils, Quaternary environments). B.A., 1971, M.A., 1977, Illinois Institute of Technology; Ph.D., 1980, Wisconsin, Madison.

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 Emeritus (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., Associate 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 that 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 in 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)  
 The South American Tropics (Geog 461)  
 Southern South America (Geog 462)  
 Geography of Middle America (Geog 463)  
 Geography of Western Europe (Geog 464)  
 Cultural Geography of the Soviet West (Geog 469)  
 Cultural 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)  
 Advanced Cartography (Geog 411).

(5) Any research seminar for undergraduate majors, Geog 407.

(6) Electives in Geography: courses, seminars, reading and conference, research.

## 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 courses 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 and Remote Sensing

(Geog 312)

Geographic Field Studies (Geog 313)

Geographic Application of Quantitative Methods

(Geog 314)

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 in preparation for teaching social studies in the public secondary schools. Certification as an Oregon secondary teacher with the social studies endorsement requires satisfactory completion of a teacher preparation program, which includes work in a teaching specialty and in professional education and recommendation of the institution in which the preparation is completed. The Department of Geography offers work toward both basic and standard Oregon certification. For specific information regarding requirements for the social studies endorsement, students should consult Gary H. Searl, the department's endorsement adviser for teacher education, and the 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)  
 Geographic Field Studies (Geog 313)  
 Cultural Geography (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.

Approval of a separate major and degree in environmental studies is pending.

## Preparation for Major. (1) Science: The

Natural Environment (Geog 101)  
 Introduction to Physical Anthropology (Anth 104)  
 Genetics and Man (Bi 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)

**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 and Remote Sensing (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 to 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 must include the following:

(1) The courses listed below or their equivalent, if previously completed: Physical Geography (Geog 301, 302, 303)

Cultural Geography (Geog 436, 437)

Geographic Field Studies (Geog 313)

Aerial Photo Interpretation and Remote Sensing; 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 proficiency. 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) A thesis approved by a departmental 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 for the M.A. program. Teaching skills are substituted for foreign language competence. A final oral examination by a departmental committee 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 indi-

vidual 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 an M.A. degree in geography or equivalent study that includes courses required for the M.A. degree in geography at the University of Oregon.

(2) Six graduate seminars in geography, at least four at the University of Oregon. These may include seminars taken for the M.A. degree and 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 be presented at a public lecture.

### Financial Assistance

A limited number of 0.3 FTE graduate teaching fellowships with stipends of approximately \$4,000 for the academic year, September to June, are available. A few fellowships for smaller stipends may also be available. 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 8 to 16 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 a rate of approximately \$4.00 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. Johannessen, McDowell, 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 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 environment of Latin America throughout history. Johannessen.

**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.

**Geog 301. Geomorphology. 3 credit hours.** Systematic study of the landforming processes in the physical landscape with emphasis on processes and resulting landforms. McDowell.

**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 and Remote Sensing. 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 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 facilities, and consumption. Patterns of energy transportation. Energy use in different societies. Price.

**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. Enrollment in each is limited to fifteen undergraduate majors in geography. Maximum of 3 credit hours for each.

Urban Plans and Layouts. Smith.

Environmental Studies. Urquhart.

Oregon Landscapes. Searl.

Place Name Geography. Loy.

Historical Cartography. Patton.

**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. Not offered 1982-83. 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. Not offered 1982-83.

**Geog 434. Economic Geography. (G) 3 credit hours.** Description and analysis of economic locations in different parts of the world. Smith.

**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 human exploitation of habitat. Origin and spread of ways of living. Prerequisite: Geog 103. Urquhart.

**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. Wixman.

**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. Not offered 1982-83.

**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. Not offered 1982-83.

**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. Not offered 1982-83. Patton.

**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 1982-83.

**Geog 468. Western North America. (g) 3 credit hours.** Areas of attraction and aversion. Their development into modern regions. Smith.

**Geog 469. Cultural 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. Offered alternate years. Wixman.

**Geog 470. Cultural 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. Offered alternate years.

**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. McDowell.

**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. McDowell.

**Geog 484. Geographical Hydrology. (G) 3 credit hours.** The geography of water, the spatial distribution of water, and the factors that control this distribution on a global and regional scale. McDowell.

**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.

**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.

**Geog 502. Supervised College Teaching.** Credit hours to be arranged. No-grade course.

**Geog 503. Thesis.** Credit hours to be arranged.

**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 1982-83. Transoceanic Diffusion of Cultural Traits. Johannessen.

Modern Developments in Geomorphology. McDowell.

Metropolitan America. Smith.

Landscape Studies. Urquhart.

The Geography of New York City. Wixman.

**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 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 human relation to it; ends and means of geographic study. Not regularly offered.

# Geology

## 144 Geology Building

Telephone 686-4573

Norman M. Savage, Department Head

### Faculty

Brian H. Baker, Ph.D., Professor (structural geology and tectonics). B.Sc., Birmingham (England), 1949; Ph.D., University of East Africa, 1971.

Sam Boggs, Ph.D., Professor (sedimentation and sedimentary petrology). B.S., Kentucky, 1956; Ph.D., Colorado, 1964.

Gordon G. Goles, Ph.D., Professor (geochemistry). A.B., Harvard, 1956; Ph.D., Chicago, 1961.

William T. Holser, Ph.D., Professor (mineralogy and geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., Columbia, 1950. On leave, 1982-83.

M. Allan Kays, Ph.D., Professor (metamorphic and igneous petrology). B.A., Southern Illinois, 1956; M.A., 1958, Ph.D., 1960, Washington University.

Alexander R. McBirney, Ph.D., Professor (igneous petrology, volcanology). B.S., U.S. Military Academy, West Point, 1946; Ph.D., California, Berkeley, 1961.

William N. Orr, Ph.D., Associate Professor (micro-paleontology and biostratigraphy). B.S., Oklahoma, 1961; M.A., California, Riverside and Los Angeles, 1963; Ph.D., Michigan State, 1967. On leave, 1982-83.

Mark H. Reed, Ph.D., Assistant Professor (mineral deposits, hydrothermal geochemistry). B.A., Carleton College, 1971; M.S., 1974, Ph.D., 1977, California, Berkeley.

Gregory J. Retallack, Ph.D., Assistant Professor (paleobotany, paleosols). B.A., 1973, MacQuarie (Australia); Ph.D., 1978, New England University (Australia).

Jack M. Rice, Ph.D., Associate Professor (geochemistry and petrology). A.B., Dartmouth, 1970; M.S., 1972, Ph.D., 1975, Washington.

Norman M. Savage, Ph.D., Professor (Paleozoic paleontology and stratigraphy). B.Sc., Bristol, 1959; Ph.D., Sydney, 1968.

Harve S. Waff, Ph.D., Associate Professor (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 (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, a year of biology, and a year of calculus. If available to the student, a year of general geology with laboratory 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 (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 also to 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); Elements of Statistics (Mth 425, 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 an approved list available in the geology office.

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 (Ch 331, 332, 333, 3 credit hours each) is prerequisite for many 300-level biology courses which are in turn prerequisite for the majority of the more advanced biology courses.

**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 their field through a major in either geology or general science. Certification as a teacher of science in Oregon public junior and senior high schools requires satisfactory completion of a program of teacher education 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 departmental 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 of the department may 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 of 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, and Northwest Europe; angiosperm paleobotany and Phanerozoic paleosols; 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.

Geophysical projects 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).** A mineral deposits geologist with broad industry experience has been added to the faculty, and a graduate program in economic geology is offered in conjunction with 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, paleobotanical specimens, and recent vertebrates which are available to interested researchers.

### 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, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of Foraminifera, an acid room, and a conodont-processing laboratory.

### Financial Aid for Graduate Students

The department provides support to a limited number of graduate students through teaching assistantships. Other students receive research assistantships from individual faculty whose research is supported by grant funds. Current sponsors of grant-funded research include the National Science Foundation, Anaconda, 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.

#### Geol 104, 105, 106. General Geology Laboratory.

**1 credit hour each term.** Laboratory studies recommended to supplement and complement the relative 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.

**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.

#### 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).

#### 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. Origin, development, and interrelations of major groups of plants; morphological levels of increasing complexity and specialization in plants through time; imperfections of the fossil record in documenting the course of plant evolution. Lectures plus additional work to be arranged. Gray. Offered 1982-83 and alternate years.

#### 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.

#### 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.

#### 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. (Not offered 1982-83.)

#### Geol 302. Fossil Dinosaurs and Lower Vertebrates.

**3 credit hours.** The evolution of fish, amphibians, reptiles, and dinosaurs; discussion of evolution, migration, and extinctions of the lower vertebrates. Intended for juniors and seniors majoring in areas other than geology.

#### 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. (Not offered 1982-83.)

#### 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.

#### 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 the human environment. Three lectures (brief discussions welcomed during lectures), term projects.

#### 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: optimal crystallography, polarizing microscope, description, identification, and occurrence of nonsilicate minerals; Geol 327: description, identification, and occurrence of silicate minerals. Two lectures, two laboratories. Prerequisite: Ch 104, 105, 106; Ch 107, 108, 109; Geol 201, 202, or 101, 102, high school trigonometry, or Mth 115 or Mth 102.

#### Geol 351. Volcanoes and Earthquakes.

**3 credit hours.** Forces and manifestations of volcanism and seismic activity. Practical concepts, including the hazards of living in regions of strong earthquakes or active volcanoes, potentialities of geothermal resources, and the role of volcanism in forming the Oregon landscape. Open to students in any field. Three lectures.

#### Geol 352. Geology of Oregon and the Pacific Northwest.

**3 credit hours.** Introduction to the geology of the region. Emphasis on the geologic and tectonic history and on the plate tectonic processes responsible for its evolution. Open to students in any field. Two lectures, two field trips (for which there is a transportation charge). Prerequisite: Geol 101, 102, or equivalent.

#### Geol 353. Oceanography.

**3 credit hours.** Introduction to the physical, chemical, and biological processes of the world's oceans. Emphasis on the history and geology of the Pacific Ocean off Oregon. Special sections on ocean pollution, ecology, and law, and coastal processes off Oregon. Open to students in any field. Two lectures; demonstration and discussion section.

#### 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.

#### Geol 380. Geologic Field Methods.

**3 credit hours.** Introduction to geologic field methods. Use of Brunton compass, plane table and alidade, allimeters; 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. Prerequisite: Geol 201, 202, 203 (or Geol 101 through 106), Geol 391, 392. (Not offered 1982-83.)

#### 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 mineral 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). Prerequisite: 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. Prerequisite: 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. Offered alternate years. Offered 1982-83.

#### 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. Offered infrequently. Not offered 1982-83.

#### 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. Offered alternate years. Offered 1982-83.

**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 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.

**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. Offered alternate years. Not offered 1982-83.

**Geol 428. Materials and Processes of Ceramics. (G) 3 credit hours.** Clays are studied as components of the geological landscape, 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. Given in alternate years. Not offered 1982-83.

**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.

**BI 435. Methods of Pollen Analysis. (G) 5 credit hours.** Lecture-laboratory 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.

**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. Given in alternate years. Not offered 1982-83.

**Geol 461. Thermodynamic Geochemistry. (G) 4 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.

**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. Offered alternate years. Offered 1982-83.

**Geol 463. General Geophysics and Planetology. (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. Offered alternate years. Not offered 1982-83.

**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 electromagnetism 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. Offered alternate years. Offered 1982-83.

**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, or 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.

**Geol 473. Photogeology. (G) 3 credit hours.** Geological 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 photogeological interpretation. Lectures and laboratories. Prerequisite: Geol 201, 202, or 101, 102, Geol 391, 392. Offered alternate years. Not offered 1982-83.

**BI 491. Paleocology. (G) 3 credit hours.** Paleocology (historical ecology) of nonmarine 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. Gray.

#### 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.** 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. Offered alternate years. Not offered 1982-83.

**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. Offered alternate years. Not offered 1982-83.

**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. Offered alternate years. Offered 1982-83.

**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. Offered alternate years. Not offered 1982-83.

**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. Offered alternate years. Offered 1982-83.

**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. Offered alternate years. Not offered 1982-83.

**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. Offered alternate years. Offered 1982-83.

**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 1982-83.

**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. Offered alternate years. Offered 1982-83.

**Geol 531, 532. Advanced Paleontology. 3 credit hours each term.** Offered alternate years. 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. Offered alternate years. Geol 532 not offered 1982-83.

**Geol 533. Micropaleontology. 3 credit hours.**

Survey of all major plant and animal microfossil groups. Separation from matrices and preparation for microscopy. Fundamentals of microscopy. Micro-techniques, 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. Offered alternate years. Not offered 1982-83.

**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. Offered infrequently. Not offered 1982-83.

**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 application of trace element geochemistry to problems of igneous petrogenesis in a more general sense.) Prerequisite: Ch 442 or Geol 461 or consent of instructor. Offered alternate years. Not offered 1982-83.

**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. Geol 414, 415, 416 or consent of instructor.

**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. Offered alternate years. Not offered 1982-83.

**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. Geol 572 offered 1982-83.

**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. Offered alternate years. Offered 1982-83.

**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. Offered alternate years. Offered 1982-83.

**Geology Courses Offered Only in Summer Session**

**Geol 408. Workshop. (g)** Credit hours to be arranged.

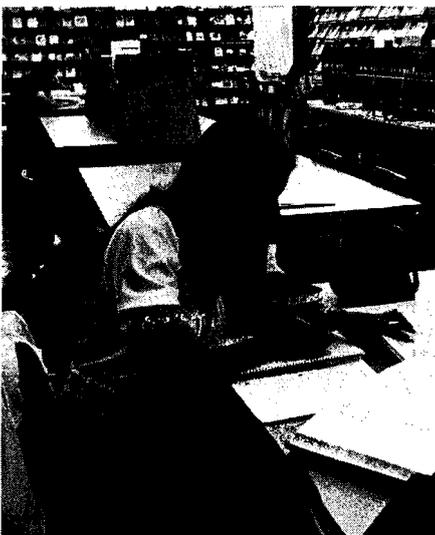
**Geol 409. Practicum. (G)** Credit hours to be arranged. Approval of department head required.

**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-aided 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.

**Geol 509. Practicum.** Credit hours to be arranged. Approval of department head required.



# Germanic Languages and Literatures

202 Friendly Hall  
Telephone 686-4051

Peter B. Gontrum, Department Head

## Faculty

Edward Diller, D.M.L., Professor (20th-century literature). B.A., California, Los Angeles, 1953; M.A., Los Angeles State, 1954; D.M.L., Middlebury, 1961.

Peter B. Gontrum, Ph.D., Professor (20th-century literature, poetry). A.B., Haverford, 1954; M.A., Princeton, 1956; Ph.D., Munich, 1958.

Walther L. Hahn, Ph.D., Professor (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 (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 (19th- and 20th-century literature). B.A., 1951, M.A., 1957, Ph.D., 1963, California.

Roger A. Nicholls, Ph.D., Professor (drama, 19th-century literature). B.A., Oxford, 1949; Ph.D., California, 1953.

Helmut R. Plant, Ph.D., Associate Professor (Germanic philology, paleography). B.A., Fairmont, 1957; M.A., 1961, Ph.D., 1964, Cincinnati.

Ingrid A. Weatherhead, M.A., Instructor (Norwegian language, literature). B.A., 1950, M.A., 1951, Puget Sound.

Jean M. Woods, Ph.D., Associate Professor (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 upper-division 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 203, Ger 213 and 233, or Ger 216.)

To receive proper academic guidance all premajors are urged and all majors are required to take Ger 199 Advising Conference.

**Career Opportunities.** A baccalaureate degree in Germanic Languages and Literatures 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 on 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.

Phi 423. Leibniz.

Phi 429 and 430. Kant.

Mus 251. Music of Bach and Handel.

Mus 252. 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 equivalent to the Department's foundation course "English Grammar for Students of German."*

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.

**Model Program**

Entering freshmen considering a major in German may want to enroll in the following courses during their first year at the University.

Fall term	credits
Ger 199 Advising Conference	1
Ger 199 English Grammar for Students of German	3
Ger 101 First-Year German	4
<b>or</b>	
Ger 106 First-Year German Guten Tag: Speaking, and Ger 131 First-Year German Guten Tag: Reading	2
Hst 301 Europe Since 1789	3
Wr 121 English Composition International Folkdancing, Ballroom Dancing, or other elective	2
	<u>1</u>
	15

Winter term	credits
Ger 199 Advising Conference	1
Eng 202 Shakespeare	3
Ger 102 First-Year German	4
<b>or</b>	
Ger 107 First-Year German Guten Tag: Speaking	2
<b>and</b>	
Ger 132 First-Year German Guten Tag: Reading	2
<b>or</b>	
Ger 104 First-Year German Hst 302 Europe Since 1789	6
Hst 302 Europe Since 1789	3
Wr 122 English Composition	3
CIS 121 Concepts of Computing or other course from Science group	3
	<u>17-19</u>

Spring term	credits
Ger 199 Advising Conference	1
Ling 150 Structure of English Words	3
Ger 103 First-Year German	4
<b>or</b>	
Ger 108 First-Year German Guten Tag: Speaking, and Ger 133 First-Year German Guten Tag: Reading, <b>or</b>	2
Ger 105 First-Year German Hst 303 Europe Since 1789	6
HE 250 or other health education course	3
Any course from the Science Group	3
	<u>17-19</u>

**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. They must also take Ger 199 Study in Germany to prepare them for the German language entrance examination required by German universities.

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.

## NORWAY AND SWEDEN

Students in Scandinavian are strongly encouraged to spend a year studying on an exchange program at the University of Bergen in Norway or at the University of Linköping in Sweden. For further information consult Ingrid Weatherhead or Virpi Zuck.

**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 (SeEd 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

**Please 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*.

#### LOWER-DIVISION LANGUAGE COURSES

**Ger 101, 102, 103. 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 104, 105. First-Year German. 6 credit hours each term, winter and spring.** A two-term sequence covering the work of Ger 101, 102, 103. For students who wish to begin German in the winter term.

**Ger 106, 107, 108. 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 131, 132, 133), below. Students enrolled in First-Year German (Ger 101, 102, 103) may take *Guten Tag*: Speaking (Ger 106, 107, 108) to supplement their studies, but may not enroll in the *Guten Tag*: Reading section (Ger 131, 132, 133) for credit.

**Ger 131, 132, 133. 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 106, 107, 108) above. Students enrolled in Ger 106 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 101, 102, 103).

**Ger 201, 202, 203. 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 103, Ger 105, or Ger 108 and Ger 133, or the equivalent.

**Ger 211, 212, 213. Second-Year German GUTEN TAG: Speaking. 2 credit hours each term.** Three-term sequence. Continues first-year German *Guten Tag* but is open to all students who have taken first-year German (Ger 103 or Ger 105). Audiovisual second-year German course based on film series *Guten Tag* and incorporating the use of tapes, movies, slides, and small conversation groups. Students may in addition take the two-hour second-year German *Guten Tag*: Reading Course (Ger 231, 232, 233) listed below to complete the 4-credit hour foreign language requirement for the B.A. degree. Students enrolled in Second-Year German (Ger 201, 202, 203) may take *Guten Tag*: Speaking (Ger 211, 212, 213) for 2 credits to supplement their studies, but may not enroll in the *Guten Tag*: Reading section (Ger 231, 232, 233) for credit. Does not meet Arts & Letters group requirement.

**Ger 231, 232, 233. Second-Year German "GUTEN TAG": Reading. 2 credit hours each term.** Three-term sequence. Reading and grammar section to accompany second-year German *Guten Tag*: Speaking (Ger 211, 212, 213) above. Students enrolled in Ger 211, 212, 213 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 Second-Year German (Ger 201, 202, 203). Does not meet Arts and Letters group requirement.

**Ger 215, 216. Business German. 6 credit hours each term.** (Accelerated) Winter: 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. Meets the foreign-language requirement for the B.A. degree. Does not meet 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.

#### 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.

**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, Walsler, and Johnson will be discussed. No knowledge of German required.

#### 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 nor does it meet the B.A. foreign language requirement.

**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.

**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: two 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.

#### 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.

**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.

**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 twentieth 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.

**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.

**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 1982-83.

## 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.

**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.

**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 Goethe to Fontane with particular emphasis on narrative structure and technique. Prerequisite: Ger 324, 325, 326 or consent of instructor.

**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.

**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.

**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. Gontrum.

**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.

**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.

**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.

## 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.

**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. Prerequisite: 340 and 341 or consent of instructor.

## German Graduate Courses

**Ger 501. Research.** Credit hours to be arranged.

**Ger 503. Thesis.** Credit hours to be arranged.

**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. Gontrum.

**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.

**Ger 515. Readings in Middle High German Literature. 4 credit hours.** 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.

**Ger 517, 518. 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 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.

**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.

**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. 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. Leppmann.

**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.

**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.

**Ger 536. Lessing. 4 credit hours.** Detailed study of Lessing's dramas, his theoretical and philosophical writings, and his contribution to German classicism. Nicholls.

**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.

**Ger 539. Introduction to Old Saxon. 4 credit hours.** Introduction to Old Saxon grammar, with emphasis on syntactical structures; some manuscript readings; critical translation of major portions of *Heliand* and *Genesis*. Recommended for students of Old English. Plant.

**Ger 540, 541. German Drama of the Nineteenth Century. 4 credit hours each term.** Analysis of the dramas of Kleist, Büchner, Grabbe, Grillparzer, and Heibel; special emphasis on dramatic technique and on the individual contributions of these writers to the genre. Nicholls.

**Ger 534, 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 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 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.

**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.

**Ger 549. 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.

**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.

## Scandinavian Languages

**Please note:** A new program in Scandinavian Studies is being developed. For information, please call or write:  
Virpi Zuck, Department of Germanic Languages and Literatures  
Telephone 686-4053

**Scan 111, 112, 113. 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 121, 122, 123. 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 204, 205, 206. Second-Year Norwegian. 3 credit hours each term.** Review of grammar; composition, conversation, current newspapers; study of selections from representative authors. Weatherhead.

**Scan 207, 208, 209. 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.

## 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. Not offered 1982-83. No prerequisites. Zuck.

# History

**175 Prince Lucien Campbell Hall  
Telephone 686-4802  
Richard Maxwell Brown, Department Head**

## Faculty

Gustave Alef, Ph.D., Professor (medieval Russia). B.A., 1949, M.A., 1950, Rutgers; M.A., 1952, Ph.D., 1956, Princeton. On leave 1982-83.

Robert M. Berdahl, Ph.D., Professor (Germany). Dean, College of Arts and Sciences. B.A., Augustana, 1959; M.A., Illinois, 1961; Ph.D., Minnesota, 1965.

Edwin R. Bingham, Ph.D., Professor (cultural American History—Pacific Northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., California, Los Angeles, 1951.

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

Thomas A. Brady, Ph.D., Professor (renaissance and reformation). B.A., Notre Dame, 1959; M.A., Columbia, 1963; Ph.D., Chicago, 1968.

Richard Maxwell Brown, Ph.D., Beekman Professor of Northwest and Pacific History (American West), B.A., Reed, 1952; A.M., 1955, Ph.D., 1959, Harvard.

Roger P. Chickering, Ph.D., Professor (Germany—20th century). B.A., Cornell, 1964; M.A., 1965, Ph.D., 1968, Stanford.

Joseph W. Esherick, Ph.D., Associate Professor (China). B.A., Harvard, 1964; M.A., 1966, Ph.D., 1971, California, Berkeley.

G. Ralph Falconeri, Ph.D., Associate Professor (Japan and modern China). B.A., Nevada, 1949; M.A., 1958, Ph.D., 1967, Michigan.

William S. Hanna, Ph.D., Associate Professor (colonial America). A.B., 1949, M.A., 1954, Ph.D., 1959, California, Berkeley.

Paul S. Holbo, Ph.D., Professor (American foreign relations). B.A., Yale, 1951; M.A., 1955, Ph.D., 1961, Chicago.

R. Alan Kimball, Ph.D., Associate Professor (Modern Russia). B.A., Kansas, 1961; M.A., 1963, Ph.D., 1967, Washington.

Robert G. Lang, Ph.D., Associate Professor (Tudor and Stuart England). A.B., Columbia, 1955; D.Phil., Oxford, 1963. On leave 1982-83.

Jack P. Maddex, Ph.D., Professor (Civil War). B.A., Princeton, 1963; Ph.D., North Carolina, 1966.

Mavis Howe Mate, Ph.D., Associate Professor (medieval, women's history). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State.

John Nicols, Ph.D., Associate Professor (Ancient History). A.B., California, Berkeley, 1966, M.A., 1968, Ph.D., 1974, California, Los Angeles.

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

Daniel A. Pope, Ph.D., Assistant Professor (American economic history). B.A., Swarthmore, 1966; M.A., 1968, Ph.D., 1973, Columbia.

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

Lloyd Sorenson, Ph.D., Professor (history of civilization). B.A., North Dakota, 1938; M.A., 1945, Ph.D., 1947, Illinois.

Louise Carroll Wade, Ph.D., Associate Professor (U.S. social, urban, and labor history). B.A., Wellesley, 1948; Ph.D., Rochester, 1954. On leave 1982-83.

Allan M. Winkler, Ph.D., Associate Professor (U.S. 20th Century). B.A., Harvard, 1966; M.A., Columbia, 1967; Ph.D., Yale, 1974.

## 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.

**Model Programs**

The following program is typical of courses taken by first-year students:

Courses	Credits
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

**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 junior year, the student and adviser will plan a program of courses in history and related fields centering on 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.

**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 or 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 on 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 examinations 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**

**Please 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 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 on the background of modern Britain's social and economic problems and position in Europe and the world. Lang, Smith.

**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 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 on 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.

**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 reforms 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.

**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 Wilhelmian 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. Prerequisite: 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.

**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. Prerequisite: 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.

**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.

**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 immigrations 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 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 on 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 institutions 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. Escherick.

**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, ultranationalism 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. Sheridan.

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.

## Humanities

**302 Condon Hall  
Telephone 686-4069  
Steven Lowenstam, Program Director**

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 that 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).

Art History 204, 205, 206 (History of Western Art). **or**

Art History 207, 208, 209 (History of Oriental Art). **or**

Music 201, 202, 203 (Introduction to Music).

### Upper-Division Requirements

Nine credit hours of history relating to the field of concentration.

Three of the following Classics 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. Introduction to the Humanities I. 3 credit hours.** Introductory survey of the ideas and modes of vision that Western culture has inherited from the Classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Lowenstam.

**Hum 102. Introduction to the Humanities II. 3 credit hours.** Introductory survey of the ideas and modes of vision which Western Culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Calin, Mate, Albrecht.

**Hum 103. Introduction to the Humanities III. 3 credit hours.** Introductory survey of the ideas and modes of vision that Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science. McKernie.

**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.** Topic currently offered: Soviet Union Today. Yurovich.

**Hum 351. Studies in Medieval Culture: [term subject]. 3 credit hours.** Interdisciplinary survey of culture in the medieval period with focus on literature, art and architecture, philosophy, music, and daily life. Individual terms may be devoted to different geographical areas or motifs. Typical offerings: Dante and Cultural Confluences, Medieval History as Drama, Medieval World. May be repeated twice for credit under different term subjects. Not offered 1982-83.

**Hum 352. Studies in Renaissance Culture: [term subject]. 3 credit hours.** Interdisciplinary survey of the Renaissance with focus on literature, art and architecture, music, philosophy, and daily life. Individual terms may be devoted to different geographical areas or motifs. Typical offerings: Revival of Greek in Renaissance Florence; Venice: Cultural Anatomy; Renaissance Music and Culture. May be repeated twice for credit under different term subjects. Hatzantonis, Giustina.

**Hum 354. Studies in Modern Culture: [term subject]. 3 credit hours.** Interdisciplinary survey of culture in the modern period, with focus on literature, art and architecture, music, philosophy, and social problems. Individual terms may be devoted to different geographical areas or motifs. Typical offerings: Contemporary Germany; Prostitution and Society. May be repeated twice for credit under different term subjects. Leppmann, Wolfe, Zuck.

**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:**

Russian History and Literature. Rice.  
Architecture and Society in Age of Justinian. Ousterhout.

**Hum 410. Experimental Course. (g) 3 credit hours.** May be taken for graduate minor credit. All readings may be done in English translation. Several courses offered each term. Recent topics have included the following:

Romanticism and Social Science.

Western Images of East Asia.

The Social and Economic Thought of Karl Marx.

Sport and Society.

Humanism and the Renaissance Hero.

German Society and the Arts: 1871-1945.

Nonmuseum Art.

Early Chinese Perceptions of Landscape.

Disaster and Society.

Nature of Man.

Romanticism, Philosophy, and the Arts.

### Additional Studies

Humanities students may also be interested in the following courses from other disciplines:

**Bi 370. The Human Environment. 3 credit hours.**

**Ci 307, 308, 309. Classic World. 3 credit hours each term.**

**Ci 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 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.**

**Phi 339, 340. Introduction to Philosophy of Science. 3 credit hours each term.**

**Phi 431, 432. Philosophy in Literature. 3 credit hours each term.**

# International Studies

**837 Prince Lucien Campbell Hall**  
**Telephone 686-5051**  
**Clarence E. Thurber, Program Director**

## Committee for the Program in International Studies

Clarence E. Thurber, \* Ph.D., Director; International Studies; Political Science (Latin American and Comparative Development Studies)

Charles E. Duncan, M.A., Journalism (International Journalism; Australian Studies)

Ralph Falconeri, Ph.D., History (Asian Studies; Japan)

Jon Jacobson, \* J.D., Law School (Ocean Law Studies)

Judith Merkle, \* Ph.D., Political Science (Comparative Administration; Russia and Asia)

Stephen Haynes, Ph.D., Economics (International Trade and Finance)

Ross Anthony, Ph.D., Economics (Development Economics; Nepal; Health in the Third World)

Michael Moravcsik, \* Ph.D., Theoretical Physics (Study in Developing Countries)

Norman Sundberg, Ph.D., Psychology (Cross Cultural Psychology; India; Australia and Bali)

Peter Gontrum, Ph.D., Germanic Languages (Modern German Drama; Modern Lyric Poetry)

L. R. Jones, \* Ph.D., PPPM (Pacific Regional Studies; Management in China)

Gerald Albaum, \* Ph.D., Marketing (International marketing; Marketing Research)

Vernon Dorjahn, Ph.D., Anthropology (African Studies; Political Development; Liberia)

Warren Smith, \* Ed.D., Health Education (Pacific Regional Health Problems; World Health Organization)

Gerald Fry, \* Ph.D., Political Science and International Studies (Pacific Regional Studies; Thailand; Development Theory), Executive Secretary of the Committee

Emmanuel Hatzontonis, Ph.D., Romance Languages (Italian Civilization)

Paul Holbo, Ph.D., History (Diplomatic History; U.S. Relations with Latin America)

Thomas Hovet, Jr., Ph.D., Political Science (International Law and Organization; Ocean Politics)

Carl Johannessen, Ph.D., Geography (Latin America; Costa Rica; Pre- and PostContact Studies)

Robert Jackson, Ph.D., Romance Languages (Latin American Literature; Chile; and Mexico)

Stephen Kohl, Ph.D., East Asian Languages and Literatures (Japanese Civilization; Asian Studies)

Tom Mills, Ph.D., International Services (Scandinavia; International Cultural Exchanges)

\*Executive Committee

## 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 a faculty member with whom they have a common area of interest to act as their adviser, generally one of the committee named above.

**Application for Admission.** Students are urged to apply during their sophomore or junior year at the University. Strong preference is given to applicants with a GPA of 3.0 or above. (P/N grades are not considered in computing the GPA.) 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 International Studies Program. If accepted, students must adhere to their proposed course of study. Any revisions must be approved by the program office.

### The Core Program and Major Requirements

The major consists of work in three core blocks: international relations, regional cultures and area studies, and global perspectives and issues. Required work in these blocks, together with a final seminar, total a minimum of 45 credits. In addition, three years of a foreign language are required.

Each block in the core program contains courses from a number of departments. The minimum requirement is 15 credits in each block. All 45 credits taken for the major must be taken for a grade.

### BLOCK A: INTERNATIONAL RELATIONS

The student concentrates on the basic features of the international system, including international governmental relations and foreign policy; international law and organizations; international trade and finance, economic development and transnational corporations; and international communications.

### BLOCK B: REGIONAL CULTURES AND AREA STUDIES

This block pertains to groups of nations of peoples sharing common historical, geographic, linguistic, and religious experiences. In satisfying the Block B requirement, students are expected to concentrate on one regional culture or area.

Areas with common experiences include among others, 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, Pacific Regional Development Studies (which includes any country bordering the Pacific Ocean), 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.

### BLOCK C: GLOBAL PERSPECTIVES AND ISSUES

To fulfill the requirements for Block C, students are strongly encouraged to take the three-part series of introductory courses offered by the International Studies Program (IntS 199). After this overview of Global Perspectives and Issues, students are expected to take two or more specialized classes, which would enable them to concentrate on one of the following: 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. Students are required to take all of their Block C courses in only one of these sub-areas.

### SENIOR SEMINAR

The required senior seminar is an advanced inquiry (400-level) into any of three blocks, taken during the student's senior year. The seminar should be offered by the student's adviser or 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, which is included in the 45 credits required for the major.

### LANGUAGE REQUIREMENT

Students are required to achieve the proficiency level associated with three years of study of a single foreign language. Preference is given to a language associated with the Regional Culture chosen in Block B. This may be achieved by classroom study including advanced placement, or be demonstrated by examination. The student must be currently proficient in a single foreign language in order to satisfy this requirement.

### STUDY ABROAD

Study in a foreign country, also related to the Regional Culture, is highly recommended to students in the international studies major. For details, please consult index. Advice is available from the director of International Services, 330 Oregon Hall.

### INTERNSHIP OPTION

Students may receive credit for work done in an internship arrangement. Interested students should inquire about this possibility at the International Studies Program office.

### OTHER CONSIDERATIONS

A maximum of 9 credits in courses taken to fulfill the University cluster 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. All courses taken for the major, with the exception of the language requirement, must be taken on a graded basis.

### Course Blocks

Students select courses from the following blocks to fulfill the requirement of 45 credit hours of specialized study. (Courses are illustrative only. Students may select other courses which are applicable to the major with prior approval from the International Studies Program office.)

**Block A: International Relations**

War and the Modern World (Hst 216)  
 Europe Since 1789 (Hst 301, 302, 303)  
 Modern World Governments (PS 101)  
 Crisis and Response in International Politics (PS 105)  
 International Relations (PS 205)  
 American Foreign Policy (PS 325)  
 Theories of International Politics (PS 326)  
 Comparative Nuclear Policies (PS 407)(G)  
 International Organization (PS 420)  
 International Law (PS 422)  
 Comparative Foreign Policy (PS 440, 441)  
 International Finance (Ec 323)  
 International Economics (Ec 440, 441)  
 The Multinational Corporation (Ec462)  
 Seminar: International Economic Agencies (Ec 407)  
 Systems of War and Peace (Soc 464)  
 International Transportation and Distribution Management (Trn 351)  
 Seminar: International Taxation (Fin 407)  
 Financial Management of Multinational Corporations (Fin 474)  
 International Political Economy (PS 407)  
 Introduction to Comparative Politics (PS 322)  
 American Foreign Relations Since 1941 (Hst 321, 322)  
 Political Ideology (PS 225)  
 Model United Nations (PS 407)  
 Irenology (PS 407)  
 International Protection of Human Rights (PS 419)  
 Political Behavior (PS 470)  
 Comparative Social Structures (Soc 407)  
 Political Sociology (Soc 464)  
 Political Leadership (PS 477)  
 Political Fiction (PS 478)  
 Environmental Politics (PS 497)  
 Geopolitics of Empire (PS 407)  
 Urban Geography (Geog 435)  
 Economic History of Modern Europe (Hst 455, 456)  
 U.S. and Its Neighbors (PS 407)  
 Seminar: Foreign Commercial Law (BE 407)  
 Case Problems in International Business (Mgt 476)  
 International Business Transactions (L 570)  
 International Law (L 571)  
 Transnational Legal Problems (L 572)  
 Political Geography (Geog 433)  
 Economic Geography (Geog 434)  
 International Journalism (J 491)  
 Comparative Systems of Telecommunications (TcF 407[G])

**Block B: Regional Cultures and Area Studies****ASIAN STUDIES**

See this catalog, p. 41.

**RUSSIAN AND EAST EUROPEAN STUDIES**

See this catalog, p. 129.

**LATIN AMERICAN STUDIES**

See this catalog, p. 93.

**PACIFIC REGIONAL STUDIES**

Leadership in Organizations: The Pacific Challenge (Ints 407)  
 Introduction to Pacific Writers (Ints 407)  
 Health Problems of the Pacific Region (HE 406)  
 Peoples of the Pacific (Anth 423, 424, 425)  
 Introduction to Australian Studies (Ints 199)  
 Australian Literature (C Lit 410)  
 Cultural Foundations of Japanese management (Ints 407)

**AFRICAN STUDIES**

Geography of Africa (Geog 205)  
 Cultural Geography of Africa (Geog 466)  
 Problems of Contemporary Africa (Anth 210)  
 Peoples of South Africa (Anth 326)  
 Peoples of Central and East Africa (Anth 347)  
 Peoples of West Africa and the Sahara (Anth 328)  
 History of Southern Africa (Hst 231)  
 Political Anthropology (Anth 453)  
 Black Prose (Eng 310)  
 Black Poetry (Eng 311)  
 Black Drama (Eng 312)

**WESTERN EUROPEAN STUDIES**

Geography of Europe (Geog 201)  
 Europe Since 1789 (Hst 301, 302, 303)  
 Europe in the Golden Age, 1890-1914 (Hst 444)  
 Europe in the Era of Total War, 1914-1929 (Hst 445)  
 The Recovery of Europe, 1945-Present (Hst 454)  
 Economic History of Modern Europe (Hst 455, 456)  
 Politics of Western Europe (PS 424, 425)  
 Geography of Western Europe (Geog 464)

**FRENCH**

French Culture and Civilization (Fr 429, 430, 431)  
 Introduction to French Literature (Fr 301, 302, 303)  
 French Prose (Fr 317)  
 Contemporary French Theatre (Fr 318)  
 History of France (Hst 441, 442, 443)

**ITALIAN**

Dante and His Times (It 464, 465, 466)  
 20th-Century Italian Literature (It 486, 487, 488)

**SPANISH**

Cervantes (Span 360)  
 Post-Civil War Narrative (Span 457)  
 Literature and the Spanish Civil War (Span 459)

**GERMAN**

Contemporary German Fiction in Translation (GL 257)  
 Masterpieces of German Literature (GL 301, 302)  
 Goethe and His Contemporaries (GL 250)  
 Mann, Kafka, and Hesse (GL 251)  
 Brecht and Modern German Drama (GL 252)  
 History of Germany (Hst 436, 437)  
 Germany in the 20th Century (Hst 438)

**ENGLISH**

Survey of English Literature (Eng 204, 205, 206)  
 English Novel (Eng 321, 322, 323)  
 English Drama (Eng 411, 412, 413)  
 Folklore and Mythology of the British Isles (Eng 418)  
 English History (Hst 304, 305, 306)  
 Tudor England (Hst 466)  
 Stuart England (Hst 467)  
 Victorian England (Hst 468)  
 20th Century England (Hst 469)

**SCANDINAVIAN**

Ibsen to Hamsun (Scan 251)  
 Strindberg to Bergman (Scan 353)  
 Scandinavian Literature and Society (Scan 353)  
 Finland: Culture and Religion (Scan 400)  
 Scandinavian Art (ArH 457, 458, 459)

**Block C: Global Perspectives and Issues****WORLD CULTURES**

World Value Systems (Ints 199)  
 Landscape, Environment, and Culture (Geog 103)  
 Cultural Geography (Geog 436)  
 World Literature (Eng 107, 108, 109)  
 World Civilizations (Hst 110, 111, 112)  
 Great Religions of the World (R 201, 202, 203)  
 Science and Humanity (Phl 206)  
 Social and Political Philosophy (Phl 309)  
 Political Theory: 19th and 20th Centuries (PS 432)  
 Politics of Multi-Ethnic Societies (PS 443)  
 Prejudice (Psy 415)  
 Group and Individual Differences (Psy 419)  
 Ethnology of Hunters and Gatherers (Anth 301)  
 Ethnology of Tribal Societies (Anth 302)  
 Ethnology of Peasant Societies (Anth 303)  
 Exploring Other Cultures (Anth 310)  
 Cultural Transmission (Anth 415)  
 Race and Culture (Anth 414)  
 Music and World Literature (Hum 410)  
 Cross-cultural Communication (IntS 407)  
 Education in Anthropological Perspective (EdPM 471)  
 Ethnic Geography (Geog 439)  
 Culture and Personality (Anth 420)  
 Cultural Dynamics (Anth 450, 451, 452)  
 Dance Cultures of the World (D 452)  
 Music in World Cultures (Mus 458)  
 Comparative Education (EdPM 598)

**DEVELOPMENT PROBLEMS**

Rich Nations—Poor Nations (IntS 199)  
 Marxian Economics (Ec 450)  
 Marxist Political Theory (PS 433)  
 Debt and Development (PS 407)  
 Politics of International Financial Institutions (PS 407)  
 Planned Economies (Ec 451)  
 Economic Development (Ec 457, 458, 459)  
 Communist Political Systems (PS 335)  
 Political Development and Revolution (PS 475)  
 National Planning and Development (IntS 407)(G)  
 International Community Development (IntS 407) (G)  
 Comparative Bureaucracy (IntS 407)(G)  
 National Planning (IntS 407)(G)  
 Aid to Developing Countries (IntS 407)(G)  
 Marxist Sociological Theory (Soc 375)  
 Sociology of Developing Areas (Soc 450)

**POPULATION AND RESOURCES**

Population and Global Resources (IntS 199)  
 Physics of Energy and Environment (Ph 114)  
 Chemistry, Nutrition, and World Food (Ch 121)  
 Community, Population, and Resources (Soc 210)  
 World Population and Social Structure (Soc 303)  
 Genetics and Man (Bi 222)  
 Human Environment (Bi 370)  
 Marine Ecology (Bi 478)  
 Marine Environment (Bi 479)  
 Food and Culture (Anth 33)  
 Human Population Genetics (Anth 470)  
 Oceanography (Geol 353)  
 Ocean Politics (PS 423)  
 Environmental Politics (PS 479)  
 Geography of Water Resources (Geog 483)  
 Geographic Hydrology (Geog 484)  
 World Health Problems (HE 571)  
 Ocean Resources Law (L 577)

## Graduate Studies

An interdisciplinary Master of Arts program in international studies is offered for students who contemplate careers in foreign affairs, in international organizations, or domestic organizations with international activities. Students will complete a minimum of 63 credit hours to obtain their degrees. Students without prior international experience will also be expected in addition to have a relevant 12 credit-hour internship.

The program is individualized to meet the unique professional needs of each student, and provides the flexibility of interdisciplinary study. In close consultation with their advisers, students develop a study program which combines expertise in a specific professional area with interdisciplinary training in international studies. Areas of professional concentration include, for example, planning, public policy and management, journalism, international communications, health educational and nutrition, and international education. Concentrations in other professional areas can also be arranged, such as community development or generalist international program studies.

Graduates of the international studies program have served as international technical advisers, analysts in Third World Countries, community development professionals, and administrators of international programs.

### Graduate Curriculum

**The Interdisciplinary Core (Required).** All students take 18 credit hours of interdisciplinary courses in international studies, which form the common core of the curriculum. The core is comprised of four major competence areas: competence related to cross-cultural understanding and communication; understanding of the dynamics of the relations between the United States and the developing countries; understanding of major development theories and approaches; and competence in cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. These courses are illustrated by the classes listed under the three blocks of courses, above. As a minimum, at least one course must be taken from each competence area.

### Professional Concentration Area (Required).

All students take approximately 24 credit hours in their area of professional concentration. Courses in the concentration area are chosen in consultation with an adviser from the relevant cooperating department or professional school. Concentration areas vary widely depending on student interests and needs. For example, given the expanding growth of foreign students in United States universities, counseling is likely to become an increasingly important professional concentration area. For students with an interest in agricultural extension and rural development, courses may be taken at Oregon State University. With both the United States and Oregon turning greater attention to export expansion, professional concentration in international economics and trade in the Pacific Basin represents an area of expanding opportunities.

Students interested in a generalist international program, for example, in preparation for the United States Foreign Service, may take an additional 24 credits in the interdisciplinary core, emphasizing political, historical, economic, and cultural factors. Students interested in international communication and journalism may concentrate on this area.

**Geographic Focus (required).** All students take a minimum of 12 credit hours in their area of geographic specialty (e.g., East Asia, Africa, Latin America, the Pacific Basin). An area specialty is also possible within the generalist category as a professional concentration.

**Language Competence.** Students must demonstrate a current proficiency in a foreign language through an examination. For students undertaking the study of difficult languages such as Japanese, Chinese, and Russian, up to 9 credit hours of third- or fourth-year language study may be substituted for credit requirements in other competence areas. For foreign students, demonstrated competence in English will substitute for the language proficiency requirement.

**Supervised Field Internship.** A 12 credit-hour internship, done in conjunction with 3 credit hours of a seminar on theory and practice integration, is required. Internships in the Pacific Region are being emphasized. The program hopes to be able to help students locate internships. This requirement is for students without prior international working experience, or for students changing their professional focus. Students who believe they have had sufficient international experience may submit a petition to the Director, International Studies, to have the internship requirement waived. If granted, such a waiver does not reduce credit requirements.

**Exit Projects.** Each student is required to write a thesis or policy paper to complete requirements. Nine credit hours are awarded for a thesis and three-to-six credit hours for a policy paper.

**Foreign Students.** In addition to United States students, foreign students are encouraged to apply. Their study programs will be individually designed to meet their professional needs and those of the home country. For foreign students, greater emphasis is placed on the professional concentration area in place of language and area studies.

**Other Considerations.** Students are required to take a minimum of 27 credit hours on a graded basis: 12 hours in the interdisciplinary core and 15 hours in the professional concentration area. A maximum of 21 credit hours may be taken in any one department in order to permit an appropriate degree of specialization.

## Latin American Studies

272 Condon Hall  
Telephone 686-5116  
**Executive Committee:**  
**Philip Young, Chairman**  
**Colette Craig**  
**Robert Jackson**  
**Clarence Thurber**

### Participating Faculty

Anthropology: Don Dumond, William Ayres, Philip Young  
Geography: Carl Johannessen  
Economics: Raymond Mikesell  
History: Paul Holbo, Jeffrey Needell  
Linguistics: Colette Craig  
Sociology: Richard Gale  
Spanish: George Ayora, David Curland, Juan Epple, Robert Jackson  
Library: George Shipman  
Political Science: Daniel Goldrich  
International Studies: Clarence Thurber  
Planning, Public Policy, and Management: Maradel Gale

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, both at the M.A. and the B.A. level, in International Studies. See preceding pages.)

### 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 history courses: 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, Don Dumond, and William Ayres.

**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 456), 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 advisers for Latin American history are Jeffrey Needell and Paul Holbo.

**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), Literature in Exile (Sp 407), Narrative of Carpentier (Sp 407).

The advisers for Latin American literature are George Ayora, David Curland, Juan Epple, and Robert Jackson.

**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 (IntS 407); South American Tropics (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, Spanish, sociology, and political science have graduate faculty competent and interested in the area. 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 Northwest International Consortium of Study Abroad (NICSA)—of which the University of Oregon is a member—has an exchange agreement. (See index for foreign study opportunities, this catalog.)

In addition, arrangements may be made on an individual basis for study in Guatemala, Mexico, Costa Rica, or Brazil (see Professors Craig, Thurber, Needell or Johannessen), in Panama (see Professor Young), or in Spain (see Professor Jackson).

# Linguistics

**233 Straub Hall****Telephone 686-3906****Thomas Givón, Department Head****Faculty**

Colette G. Craig, Ph.D., Associate Professor. License, 1968, Maitrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard (syntax, semantics, language typology, language contact and bilingualism, language and culture, Latin-American studies; Romance, Amerindian and North-African languages).

Scott DeLancey, Ph.D., Assistant Professor. B.A., 1972, Cornell; Ph.D., 1980, Indiana (phonology, syntax, semantics; Sino-Tibetan and East Asian languages).

Thomas Givón, Ph.D., Professor. B.Sc., 1959, Jerusalem, M.S., 1962, M.A., 1966, Ph.D., 1969, University of California Los Angeles (syntax, semantics, discourse pragmatics, syntactic change, syntactic typology and language universals, language contact, Pidgins and Creoles, lexicography, philosophy of language; Indo-European, Amerindian, Austronesian, Semitic, African, and Sino-Tibetan languages).

Derry Malsch, Ph.D., Associate Professor. B.A., 1965, M.A., 1967, Chicago; Ph.D., 1971, Wisconsin (historical and comparative linguistics, language and culture, socio-linguistics, historical phonology, syntax; Germanic languages).

Noel W. Schutz, Ph.D., Assistant Professor, Director, American English Institute. B.A., 1970, M.A., 1971, Ph.D., 1975, Indiana (second language acquisition, ESL theory and methodology, language and behavior, semiotics, conversational and text analysis, language and culture, anthropological linguistics; Amerindian languages).

Russell S. Tomlin, Ph.D., Assistant Professor. B.A., 1973, Knox College, M.A., 1975, Ph.D., 1979, Michigan (discourse analysis, syntax, semantics, second language acquisition, English as a second language, typology and language universals; South Asian languages).

**Adjunct Faculty**

Arthur Farley, Ph.D., Computer Information Science  
Anne Fernald, Ph.D., Psychology  
John Gage, Ph.D., English  
Stanley B. Greenfield, Ph.D., English  
Peter Jusczyk, Ph.D., Psychology  
Steven D. Lowenstam, Ph.D., Classics  
Helmut Plant, Ph.D., German  
Theodore Stern, Ph.D., Anthropology  
Lucia Yang, Ph.D., Oriental Languages  
Philip Young, Ph.D., Anthropology

**General Information**

The department offers instruction in linguistics leading to a Bachelor of Arts and to a Master of Arts in two sub-fields: linguistics and English as a second language. The department also offers the opportunity for Ph.D. work toward a degree in English Linguistics, technically granted by the English department but jointly administered by the English and linguistics departments, with course work and examinations in both linguistics and English linguistics and a dissertation in any sub-field of linguistics.

**Undergraduate Studies**

The program offers instruction about the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining human-kind. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it impinges upon logic and philosophy. As a computational system it touches base with computer science and language-data processing. As a repository of one's cultural world-view, it is part and parcel of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological sub-system lodged in the brain, it is of high relevance to neurology. As the primary vehicle of learning and maturation it is important for education. As an expressive medium it is the crux of literature and rhetoric. To gain understanding into the complexities of human language is thus to gain entrance into a great number of fields of academic investigation and practical use. Indeed, occupations such as language teaching, speech therapy, psychiatry, elementary education, computer programming, translation, cryptology, conflict-mediation, or the law all depend heavily on understanding the nature and use of language.

The baccalaureate degree in linguistics provides a solid foundation for further graduate studies in linguistics, philosophy, psychology, anthropology, sociology, computer-science, education, literature and languages, speech pathology, journalism, or communication. It is also a strong entry-point into the various practical applied fields listed above.

#### Bachelor of Arts Requirements

- (1) Two years of one foreign language and one year of another;
- (2) The following required courses in linguistics:
  - (a) Introduction to Linguistics (Ling 290) 4 credits
  - (b) Languages of the World (Ling 311) 3 credits
  - (c) Phonetics (Ling 411) 4 credits
  - (d) Introduction to Phonology (Ling 450) 4 credits
  - (e) Introduction to Syntax (Ling 451) 4 credits
  - (f) Introduction to Semantics (Ling 452) 4 credits
  - (g) Historical and Comparative Linguistics (Ling 460) 4 credits
  - (h) Sociolinguistics (Ling 490) 3 credits
- (3) At least 12 additional credit hours selected either from linguistics courses or from courses in other departments listed as relevant to linguistics. At least 6 of these elective credits must be upper-division credits, including at least one undergraduate proseminar (407).
- (4) All courses applicable toward the major in linguistics must be taken on a pass-differentiated basis (letter grade). A grade D or lower cannot count toward the major.
- (5) The study program of linguistics undergraduate majors must be approved by the departmental undergraduate adviser.

#### Graduate Studies

We assume that a solid preparation in linguistics proper is an indispensable requirement for any further specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a wide variety of linguistic topics and issues, there are four facets of linguistics that are strongly emphasized in our graduate program:

- (a) A functional approach to the study of language structure and use;
- (b) An empirical, live-data, field-work, experimental and cross-linguistic approach to the methodology of linguistic research;
- (c) An inter-disciplinary emphasis on the place of human language in its wider natural context;
- (d) English as a Second Language, at both the teaching-methodology and research levels, and applied linguistics in general.

#### The Master of Arts Program

The Master of Arts program in linguistics offers two major tracks, one in linguistics, the other in applied linguistics and English as a second language. Both tracks require solid course work in language structure, function, and use. Students in the AL-ESL track are expected to take most of their elective courses within the ESL curriculum; other students may pursue a variety of options in both linguistics and related disciplines.

(1) Admission requirements. Admission into the M.A. program assumes the completion of the equivalent of the courses required for the B.A. in linguistics. Students may be admitted into the program without having previously completed such courses, but are required to take and pass (with at least a B grade) the following upper-division courses in Linguistics: Introduction to Phonology (Ling 450), Introduction to Syntax (Ling 451), and Introduction to Semantics (Ling 452).

#### (2) Required courses.

- (a) Field Methods (Ling 517) 5 credits
- (b) Phonological Theory (Ling 516) 4 credits
- (c) Syntactic Theory (Ling 514) 4 credits
- (d) Semantic Theory (Ling 515) 4 credits

(3) Elective courses. Student working toward an M.A. in either track must take an additional 25 of graduate-level courses (excluding the upper-division prerequisites), chosen either from linguistics or from relevant courses in other departments approved by the departmental graduate adviser. For students pursuing an M.A. in the AL-ESL track, those elective courses must include:

- (a) TESL: Theory (Ling 444) 3 credits
- (b) TESL: Methodology (Ling 445) 3 credits
- (c) Advanced TESL (Ling 545) 3 credits
- (d) TESL: Practicum (Ling 509) 3 credits
- (e) English Grammar (Eng 490) 3 credits

For students in the general linguistics track only one ESL course may count as an elective satisfying the M.A. course requirements.

**Exams for the M.A. degree.** The M.A. degree in linguistics will be granted upon successful completion of required work (no course with a grade of D or lower can be counted to satisfy the degree requirements), the maintaining of the University-prescribed grade-point average, and the successful passing of a written examination. The exams are administered twice a year (at the end of fall and spring terms).

(5) A thesis for the M.A. degree. Students in good standing in the program may be invited by—or may petition to—the faculty to write an M.A. thesis rather than take the written exams. The faculty sitting as a committee must approve such an option, and one faculty member must be willing to serve as thesis adviser. The thesis adviser will make recommendations to the faculty, sitting as a committee of the whole, concerning the acceptability of the thesis, and the faculty sitting as a committee will either accept or reject the thesis.

#### The Ph.D. Program

The Ph.D. program in English linguistics is administered jointly with the English department. The bulk of the academic advising in the program is handled by the linguistics faculty, although the English department appoints an official adviser for students in the program. The program is individually tailored to the needs and goals of students, allowing Ph.D.-level work in areas in which strong faculty expertise and guidance can be ascertained.

(1) Admission requirements. Admission into the Ph.D. program requires the approval of both the linguistics faculty (signature of department head) and the English department's graduate admissions committee. Applicants must have an M.A. in linguistics comparable to our linguistics M.A. or its demonstrable equivalent. Applicants without an M.A. in linguistics may be admitted provisionally and must take all prerequisite M.A.-level linguistics courses before their status becomes regular. Applicants are required to submit a sample graduate research paper of at least 30 page length together with their application. That paper may also be the M.A. thesis.

(2) Residency requirements. The Graduate School requires 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. We construe the latter requirement to mean at least six formal courses, including seminars, taken within the program while in continuous residence for three academic terms.

(3) Foreign language requirements. Students in the Ph.D. program must demonstrate proficiency in two foreign languages (via examination or course work). These languages are normally expected to be French, German, Russian, Spanish, Italian, Latin or Greek, though under special circumstances other languages may be allowed.

#### (4) Required courses.

- (A) English Linguistics courses:
- (a) Introduction to Middle English (Eng 425) 3 credits
  - (b) English Grammar (Eng 490) 3 credits
  - (c) History of the English Language (Eng 491) 3 credits
  - (d) Old English (Eng 511) 4 credits
  - (e) One additional course chosen from:
    - (i) Applied English Linguistics (Eng 492) 3 credits
    - (ii) Old English (Eng 512, 513) 4 credits
    - (iii) The Pearl Poet (Eng 519) 4 credits
    - (iv) Topics in English Linguistics (Eng 520) 4 credits

#### (B) Linguistics courses:

At least 16 credit hours of graduate courses or seminars in linguistics or related disciplines. Out of these, at least 12 credit hours must be in linguistics, and those must include at least two seminars, one of which must be in the area of syntax/semantics/discourse-pragmatics. No M.A.-required courses may count toward the Ph.D. course requirements. Courses counting toward the Ph.D. requirements must be approved by the graduate adviser.

(5) The doctoral examinations. Upon completion of all the preceding requirements, the candidate may petition the linguistics department head and the English department's graduate committee to take the doctoral exams which may advance the student to candidacy.



The exams include:

- (a) A four-hour written exam in English Linguistics
- (b) The writing of two research papers in Linguistics

The details of the exam procedures and requirements may be obtained from the linguistics department's graduate adviser.

**(6) The doctoral dissertation.** The Ph.D. will be granted upon completion of the preceding requirements, the writing of an original dissertation in any sub-field of linguistics and an examination thereon. The candidate's doctoral committee must include at least one member of the linguistics department and two members of the linguistics department. A candidate may not proceed to write a dissertation unless a member of either the English or the linguistics departments is agreeable to serve as chair for the dissertation. A dissertation prospectus in writing must be approved by the candidate's dissertation committee before the writing of the dissertation commences. The final oral defense (final examination) may be waived under special circumstances.

### The Linguistics Colloquium

The linguistics colloquium convenes once a week, usually on an afternoon, to listen to presentations on special topics of general interest by invited speakers from other departments, or other universities, or by members of the linguistics department, including graduate students. The purpose of the colloquium is to give our students and staff an opportunity to enlarge their horizons. All graduate students are expected to attend regularly.

### Advising and Review Practices

Undergraduate students in linguistics are advised each term by the departmental undergraduate adviser as to their study program.

Graduate students are advised each term by the departmental graduate adviser. In addition, each student is assigned an individual faculty adviser as early as possible to advise them in areas of their academic interest. The performance of each graduate student is reviewed at the end of each academic term by the faculty sitting as a committee. In case a student falls below what the faculty considers minimal standards of performance in the graduate program, a representative of the faculty advises the student of such faculty assessment and suggests appropriate remedial steps.

## 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, stress, and intonation.

**Ling 82. Listening Comprehension for Foreign Students. 3 credit hours.** Practice in developing listening comprehension and note-taking. Practice in listening to spoken English with emphasis on identifying main ideas and relationships.

**Ling 83. Conversation for Foreign Students. 2 credit hours.** Participation in conversation groups aimed at developing expository and expressive oral skills. Emphasis on improving the conversational skills dealing with 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.** Word structure and word-derivation in English. Greek and Latin-derived vocabulary. Germanic and Romance-derived derivational rules. Understanding the dynamic structure of the English lexicon. Prefixes, suffixes, and morphology.

**Ling 199. Special Studies. 1-3 credit hours.** Survey of various topics in Linguistics.

**Ling 290. Introduction to Linguistics. 4 credit hours.** General introduction to the study of human language and to linguistics as a scientific and humanistic discipline. Universals of human language structure, function and use. Basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. The relation of linguistics to the humanities and the sciences. Precludes credit in Ling 421.

**Ling 311. Languages of the World. 3 credit hours.** A survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location.

### Upper-Division Courses Carrying Graduate Credit

**Ling 401. Research. (G) Credit hours to be arranged.** Individual research supervised by a faculty member. Consent of instructor required.

**Ling 405. Reading and Conference. (G) Credit hours to be arranged.** Individual reading and bibliographic work supervised by a faculty member. Consent of instructor required.

**Ling 407. Proseminar. (G) Credit hours to be arranged.** Detailed examination of specific topics and issues in linguistics, including but not limited to the following: history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycho-linguistics, language acquisition, applied linguistics. Prerequisites: Ling 451, Ling 452.

**Ling 411. Phonetics. (g) 4 credit hours.** Study and classification of human speech sounds according to articulatory features (articulatory phonetics) and perceptual properties (acoustic phonetics). Prerequisites: Ling 290 (may be taken concurrently).

**Ling 421. Elements of Linguistics. (g) 4 credit hours.** Intended primarily for nonmajors. The basic elements of language structure, function and use, including basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. Precludes credit in Ling 290.

**Ling 444. Teaching English as a Second Language: Theory. (G) 3 credit hours.** An introduction to second language acquisition and the teaching of English as a second language. Prerequisites: Ling 290 or 421 (both may be taken concurrently).

**Ling 445. Teaching English as a Second Language: Methodology. (G) 3 credit hours.** The development of instructional materials, techniques, and methods in TESL. Testing and evaluation of materials, techniques, and methods in TESL. Prerequisites: Ling 444.

**Ling 450. Introduction to Phonology. (g) 4 credit hours.** Study of sound systems in language. Interaction of sounds in context (assimilation and dissimilation rules). Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, sound production, and sound perception. Interaction between morphology and phonology. Oriented toward data from a variety of languages. Prerequisites: Ling 411 or equivalent.

**Ling 451. Introduction to Syntax. (g) 4 credit hours.** The place of syntax in grammar and its interaction with the lexicon, semantics, and discourse-pragmatics. The basic elements of syntactic structure and grammatical morphology. Oriented toward the analysis of typologically divergent data from many languages. Prerequisites: Ling 290 or Ling 421.

**Ling 452. Introduction to Semantics. (g) 4 credit hours.** Study of meaning in natural language, at the level of lexical semantics, propositional semantics and discourse-pragmatics. Oriented toward the analysis of natural language data. Prerequisites: Ling 451.

**Ling 453. Discourse Analysis. 3 credit hours.** Study of language data beyond the sentence level. Methods of elicitation and analysis of oral and written text. Quantitative text analysis. Topics to include information structure of discourse, discourse and syntax, conversational analysis, pragmatics and others. Prerequisites: Ling 451, Ling 452, or consent of instructor.

**Ling 460. Historical and Comparative Linguistics. (G) 4 credit hours.** Introduction to the principles of language change and the methods or comparative and internal reconstruction. Typological change in phonology, morphology, and syntax. Language families and proto-languages. Prerequisites: Ling 450, Ling 451.

**Ling 490. Sociolinguistics. (G) 3 credit hours.** Language in relation to social and inter-personal interaction. Topics covered may include dialect geography, social and ethnic dialects, language contact, bilingualism and multi-lingualism, Pidgins and Creoles or conversational analysis. Prerequisites: Ling 451, Ling 452.

### Graduate Courses

**Ling 501. Research.** Credit hours to be arranged. Individual research on a specific topic supervised by a faculty member. Consent of instructor required.

**Ling 503. Thesis.** Credit hours to be arranged. Individual research on M.A. thesis or Ph.D. dissertation, supervised by a faculty member. Consent of instructor required.

**Ling 505. Reading and Conference.** Credit hours to be arranged. Individual reading and bibliographic work supervised by a faculty member. Consent of instructor required.

**Ling 507. Seminar.** Credit hours to be arranged. Detailed examination of specific topics in linguistics, including but not limited to the following: syntax, semantics, discourse-pragmatics, stylistics, psycholinguistics, neuro-linguistics, language contact, Pidgins and Creoles, first language acquisition, second language acquisition, language and culture, socio-linguistics, historical syntax, historical phonology, typology and universals, lexical theory, conversational analysis, language and philosophy. Prerequisites: Ling 450, Ling 451, Ling 452, or consent of instructor.

**Ling 509. Teaching English as a Second Language: Practicum. 3 credit hours.** Supervised practicum in TESL, either to adults or to children. Prerequisites: Ling 444, Ling 445.

**Ling 514. Linguistic Theory: Phonology. 3 credit hours.** Detailed investigation of issues in phonological theory. Topics may include but are not limited to the following: Phonemics and coding of the lexicon, phonemics and sound perception and articulation, sound systems and their typology, morphology, and acquisition of phonological structures, phonological representation in the brain, current issues in phonology, formal models in phonological description. Prerequisites: Ling 450, Ling 460.

**Ling 515. Linguistic Theory: Syntax. 3 credit hours.** Detailed investigation of issues in syntactic theory. Topics may include but are not limited to the following: universals of semantic, pragmatic and discourse function and their relation to syntax, formal models in syntactic description. Prerequisites: Ling 451, Ling 452.

**Ling 516. Linguistic Theory: Semantics. 3 credit hours.** Detailed investigation of issues in semantic theory. Topics may include but are not limited to: universals of lexical semantics, propositional semantics and discourse pragmatics and their interaction, semantics in philosophy, formal models in semantic description. Prerequisites: Ling 451, Ling 452.

**Ling 517. Field Methods. 5 credit hours.** Supervised linguistics field-work with language informants, both in and out of class. The application of language universals elicitation, analysis and evaluation of data from particular languages. The writing of phonological, lexical, and grammatical descriptions. Sentence vs. text elicitation. Prerequisites: Ling 450, Ling 451, Ling 452.

**Ling 545. Advanced Teaching English as a Second Language. 3 credit hours.** Examination of current issues and research in second language acquisition and teaching as related to TESL. Both theoretical and applied aspects of TESL are considered. Prerequisites: Ling 445.

# Mathematics

**218 Fenton Hall**  
**Telephone 686-4705**

**Theodore W. Palmer, Department Head**

## Faculty

Frank W. Anderson, Ph.D., Professor (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa.

Fred C. Andrews, Ph.D., Professor (statistics). B.S., 1946, M.S., 1948, Washington; Ph.D., California, Berkeley, 1953.

Bruce A. Barnes, Ph.D., Professor (Banach algebras, operator theory). B.A., Dartmouth, 1960; Ph.D., Cornell, 1964.

Richard B. Barrar, Ph.D., Professor (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan.

Paul Civin, Ph.D., Professor; Associate Provost for Planning (Banach algebras). B.A., Buffalo, 1939; M.A., 1941, Ph.D., 1942, Duke.

Charles W. Curtis, Ph.D., Professor (algebra). B.A., Bowdoin, 1947; M.A., 1948, Ph.D., 1951, Yale.

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

Robert S. Freeman, Ph.D., Associate Professor (partial differential equations, operator theory). B.A.E., New York University, 1947; Ph.D., California, Berkeley, 1958.

Mary L. Fulton, M.S., Instructor; Assistant to the Department Head. B.A., Nebraska Wesleyan, 1972; M.S., Virginia Commonwealth, 1976.

Peter B. Gilkey, Ph.D., Associate Professor (global analysis and differential geometry). B.S., 1966, M.A., 1967, Yale; Ph.D., Harvard, 1972.

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

Alan R. Hoffer, Ph.D., Professor (geometry, mathematics education). B.A., California, Los Angeles, 1958; M.S., Notre Dame, 1963; Ph.D., Michigan, 1969.

William M. Kantor, Ph.D., Professor (finite geometries, finite groups, combinatorics). B.S., Brooklyn College, 1964; M.A., 1965, Ph.D., 1968, Wisconsin.

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

John V. Leahy, Ph.D., Professor (algebraic and differential geometry). Ph.D., Pennsylvania, 1965.

Henry L. Loeb, Ph.D., Professor (numerical analysis, approximation theory). B.S., Wisconsin, 1949; M.A., Columbia, 1958; Ph.D., California, Los Angeles, 1965.

Paul Olum, Ph.D., Professor (algebraic topology), President, University of Oregon. A.B., Harvard, 1940; M.A., Princeton, 1942; Ph.D., Harvard, 1947.

Theodore W. Palmer, Ph.D., Professor (analysis). B.A., 1958, M.A., 1958, Johns Hopkins; A.M., 1959, Ph.D., 1966, Harvard.

Kenneth A. Ross, Ph.D., Professor (harmonic analysis). B.S., Utah, 1956; M.S., 1958, Ph.D., 1960, Washington.

Gary M. Seitz, Ph.D., Professor (group theory). A.B., 1964, M.A., 1965, California, Berkeley; Ph.D., Oregon, 1968.

Peter R. Sherman, M.S., Senior Instructor (mathematics education). B.S., 1947, M.S., 1949, Oregon; B.D., Pacific School of Religion, 1952.

Allan J. Sieradski, Ph.D., Professor (algebraic topology, homotopy theory). B.S., Dayton, 1962; M.S., 1964, Ph.D., 1967, Michigan.

Paul L. Speckman, Ph.D., Assistant Professor (statistics). B.A., 1969, M.A., 1973, Ph.D., 1976, California, Los Angeles.

Robert F. Tate, Ph.D., Professor (statistics). B.A., California, Berkeley, 1944; M.S., North Carolina, 1949; Ph.D., California, Berkeley, 1952.

Donald R. Truax, Ph.D., Professor (statistics). B.S., 1951, M.S., 1953, Washington; Ph.D., Stanford, 1955.

James M. Van Buskirk, Ph.D., Associate Professor (topology, knot theory). B.S., Wisconsin State, Superior, 1954; M.S., 1955, Ph.D., 1962, Wisconsin.

Marie A. Vitulli, Ph.D., Assistant Professor (algebraic geometry). B.A., Rochester, 1971; M.A., 1973, Ph.D., 1976, Pennsylvania.

Marion I. Walter, D.Ed., Professor (mathematics education). B.A., Hunter College, 1950; M.S., New York University, 1954; D.Ed., Harvard, 1967.

Lewis E. Ward, Jr., Ph.D., Professor (topology). A.B., California, Berkeley, 1949; M.S., 1951, Ph.D., 1953, Tulane.

Jerry M. Wolfe, Ph.D., Associate Professor (numerical analysis). B.S., Oregon State, 1966; M.A., 1969, Ph.D., 1972, Washington.

Charles R. B. Wright, Ph.D., Professor (group theory). B.A., 1956, M.A., 1957, Nebraska; Ph.D., Wisconsin, 1959.

Sergey Yuzvinsky, Ph.D., Assistant Professor (representation theory, combinatorics, multiplication of forms). M.A., Leningrad, 1963; Ph.D., 1966.

## 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 a variety of courses that will satisfy the science-group requirement in mathematics. The new requirements, effective for freshmen in September 1982 and students transferring with less than 30 credit hours, may be met by Mth 150, 151, 152, 154, 156, 157, 158, 231, 232 and by clusters Mth 201, 202, 203; Mth 207, 208, 209. Students who first enrolled prior to September 1982 or who transfer with more than 30 credit hours may meet the old requirements (until September 1985). Mth 100 does not satisfy science group requirements. The courses numbered 150-158 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 want 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 or receive explicit approval for an alternative program from the head advisor for undergraduate mathematics prior to the beginning of the last full year of study.

Upper-division courses used to satisfy these requirements must be graded (as opposed to P/N). At least 12 credit hours in upper-division mathematics courses must be taken in residence at the University.

All mathematics majors must take Mth 321; all majors not graduating under option seven must take Mth 412. It is important to take these courses at the right moment in the student's career. If a student takes Mth 331-333 in the sophomore year as most mathematics majors do, the student then should take Mth 321 and Mth 412 early in the junior year (Mth 321 can be taken during the sophomore year). A student entering with advanced placement should alter this schedule accordingly. The prerequisite for Mth 412 is Mth 333 or Mth 411. Only the linear algebra in Mth 331-333 is used in Mth 412. Students who do well in Mth 331-333 should proceed directly to Mth 412, but students who have trouble with linear algebra should take Mth 411 first. Talk to a mathematics adviser if there is doubt about which course to take.

Mth 321 and Mth 412 are theoretical courses. Like all courses, they cover specific results and techniques. But in addition, they are designed to teach "mathematical thinking": how to prove theorems, how to analyze problems, how to invent algorithms, how to understand related chains of theorems. These courses will increase greatly the student's understanding and appreciation of other upper-division courses. This benefit will be lost if the courses are taken during the senior year. Moreover, students occasionally postpone Mth 412 until the senior year and then discover that they have forgotten linear algebra. Such students may have to drop down to Mth 411 and postpone graduation for a year because Mth 412 is not offered every term.

**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, 203, 134.

**Please 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 311, 313, 315.

Recommended: Mth 415, 416, 417; Mth 441, 442; Mth 443; Mth 465.

**OPTION FIVE: SOCIAL SCIENCE  
OR BUSINESS EMPHASIS**

Required: 36 upper-division mathematics credits (exclusive of Mth 425, 426, 427), including Mth 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, 312, 313 (with labs).

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 chair 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 chair 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.

Master's degree programs leading to the M.S. or M.A. degree are available to suit the needs of students with differing aspirations. There are programs for those intending to continue toward the doctorate and for those who plan to conclude their formal study of pure or applied mathematics at the master's level. A teachers master's program gives intensive preparation for those planning careers in secondary school or community college teaching. An interdisciplinary studies master's program in teaching and mathematics serves those who already hold a Basic Teaching Certificate; this program may be pursued conveniently during summer sessions. Applicants for summers-only admission must satisfy the graduate 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. All mathematics courses to be applied to degree requirements, including associated reading courses, must be graded.

**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.

### Teachers 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, 417; (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 of mathematics at the secondary school level. 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. The program may be coordinated with work toward the Standard Teaching Certificate.

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 (400[G], 400[G], 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 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. *An additional fee is assessed for all students enrolling in Mth 40. This fee must be paid in addition to regular tuition.*

**Mth 100. Intermediate Algebra. 4 credit hours.** Fundamentals of algebra, but not intended for beginners. Designed as a review for those with a year (or a little more) of high school algebra. Not open for credit to students with four years of high school mathematics including trigonometry. Prerequisite: Mth 40 or a satisfactory placement score.

**Mth 101. College Algebra. 4 credit hours.** Algebra needed for preparation for Elementary Functions (Mth 102), for Calculus of the Nonphysical Sciences (Mth 207), and for other courses for which this is a prerequisite. Intended for those with one and one-half to two years of high school algebra. Prerequisite: Mth 100 or satisfactory placement test score.

**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 a satisfactory placement test score.

**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 100 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 100, 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 100, 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 100, 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 100, 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 100, or two years of high school algebra, or entrance placement for Mth 101. Offered infrequently. Last offered spring 1982.

**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 100.

**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 Nonphysical Sciences. 4 credit hours each term.** Differential and integral calculus and an introduction to probability, including topics in several variable calculus and matrix theory. This 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 many topics covered in 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 a satisfactory placement test score. 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 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.

**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 satisfactory placement test score. 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, so that some students who take this sequence will not need to 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 1982-83.

**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. Some students who have credit for Mth 331, 332, 333 will not need this course. Such students should consult a mathematics adviser.

**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.

**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.

**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 333 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 333 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. Elements of Statistical Methods. (g) 3 credit hours each term.** A basic two-term sequence in statistical methods; not intended for mathematics majors. Presentation of data; sampling distributions; tests of significance; confidence intervals; simple linear regression; introduction to analysis of variance; correlation; nonparametric statistics. Prerequisite: Mth 100, or equivalent.

**Mth 427. Elements of Statistical Methods. 3 credit hours.** A practical course intended for students with a previous exposure to a statistical methods course such as Mth 425-426. Multiple linear regression, analysis of variance and correlation techniques. Use of MINITAB and SAS statistical computing systems.

**Mth 428, 429, 430. Introduction to Numerical Analysis. (g) 3 credit hours each term.** Methods of numerical analysis with applications. 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 333 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.

**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. Prerequisite: Mth 333 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 1982-83.

**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: a year sequence in calculus and senior or graduate standing, or consent of instructor. Not offered 1982-83.

### 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, Seitz, Yuzvinsky  
Mathematics Education. Hoffer, Walter  
Noncommutative Rings. Anderson, Harrison  
Numerical Analysis. Loeb, Wolfe  
Partial Differential Equations. Freeman, Gilkey  
Probability. Truax, Yuzvinsky  
Statistics. Andrews, 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 511. Mathematical Concepts for the MBA Student. 4 credit hours.** Restricted to students enrolled in the Master's of Business Administration program. Mathematical concepts and methods; algebraic, geometric and analytic, and the interrelations among them; with applications to business and economics.

**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 433 and Mth 333 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, eigen-function 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 433, 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.

**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.**

# Philosophy

338 Prince Lucien Campbell Hall  
Telephone 686-5547

Robert T. Herbert, Department Head

## Faculty

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

William E. Davie, Ph.D., Associate Professor (ethics, history of philosophy). B.A., Washington, 1964; Ph.D., California, Irvine, 1969.

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

Don S. Levi, Ph.D., Associate Professor (logic, philosophy of mathematics). B.A., Wisconsin, 1956; M.A., 1961, Ph.D., 1962, Harvard.

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

Catherine W. Wilson, Ph.D., Assistant Professor (philosophy of science, philosophy of language). B.A., Yale, 1972; B.Phil., Oxford, 1974; Ph.D., Princeton, 1977.

Arnulf Zweig, Ph.D., Professor (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 (Phi 301, 302, 303) or the History of Modern Philosophy (Phi 304, 305, 306); one term of Symbolic Logic (Phi 461, 462) or of History of Logic (Phi 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 upon request.

Two or more years are generally required to complete the master's degree.

## Courses Offered

### Undergraduate Courses

**Phi 199. Special Studies. 1-3 credit hours.**

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 204. Introduction to Philosophy of Religion. 3 credit hours.** Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality.

**Phi 205. Contemporary Moral Issues. 3 credit hours.** Philosophical problems connected with such topics as civil disobedience, the morality of war, abortion, conscription, compensatory justice.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 307, 308, 309. Social and Political Philosophy. 3 credit hours each term.** A survey of the major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

**Phi 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: two previous courses in philosophy or instructor's permission. Offered alternate years.

**Phi 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.

**Phi 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.

**Phi 339, 340. Introduction of 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.

**Phi 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: two previous courses in philosophy or instructor's permission. Offered alternate years.

**Phi 400. SEARCH. 1-3 credit hours.**

**Phi 405. Reading and Conference.** Credit hours to be arranged.

### Upper-Division Courses Carrying Graduate Credit

**Phi 407. Seminar. (G) Credit hours to be arranged.**

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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 in philosophy or instructor's consent.

**Phi 438. Kierkegaard. (G) 3 credit hours.** An examination of Kierkegaard's major philosophical writings. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

**Phi 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 problem of evil, and religious ethics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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.

**Phi 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; behaviorism; value-neutrality. Selected special topics, such as ideology, relativity of concepts, ethno-linguistics.

### Graduate Courses

**Phi 501. Research.** Credit hours to be arranged. A no-grade course.

**Phi 503. Thesis.** Credit hours to be arranged. A no-grade course.

**Phi 505. Reading and Conference.** Credit hours to be arranged.

**Phi 507. Seminar.** Credit hours to be arranged. Metaphysics.

Practical Reasoning.  
Problems in the Philosophy of Language.

**Phi 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 instructor's consent.

**Phi 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.

**Phi 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.

**Phi 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.

## Physics

### 122 Science I

Telephone 686-4751

Russell J. Donnelly, Acting Department Head

### Faculty

J. David Cohen, Ph.D., Assistant Professor (solid state physics). B.S., Washington, 1968; Ph.D., Princeton, 1976.

Bernd Crasemann, Ph.D., Professor (atomic physics). A.B., California, Los Angeles, 1948; Ph.D., California, Berkeley, 1953. (On sabbatical leave, 1982-83.)

Paul L. Csonka, Ph.D., Professor (elementary particle theory). Ph.D., Johns Hopkins, 1963.

Nilendra G. Deshpande, Ph.D., Associate Professor (elementary particle theory). B.Sc., 1959, M.Sc., 1960, University of Madras; Ph.D., Pennsylvania, 1965.

Russell J. Donnelly, Ph.D., Professor (physics of fluids, superfluidity, astrophysics). B.Sc., 1951, M.Sc., 1952, McMaster University; M.S., 1953, Ph.D., 1956, Yale.

John W. Farley, Ph.D., Assistant Professor (atomic and chemical physics). B.A., Harvard, 1970; M.A., M.Ph., 1974; Ph.D., 1977, Columbia.

Marvin D. Girardeau, Ph.D., Professor (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 (theoretical nuclear physics). M.Sc., 1960, Ph.D., 1964, Calcutta.

Roger Haydock, Ph.D., Associate Professor (solid state theory). B.A., Princeton, 1968; M.A., Ph.D., 1972, Cambridge.

Richard J. Higgins, Ph.D., Professor (solid state physics). B.S., Massachusetts Institute of Technology, 1960; Northwestern, 1965.

Rudolph C. Hwa, Ph.D., Professor (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 (astronomy). A.B., 1955, Ph.D., 1960, California, Berkeley.

Harlan W. Lefevre, Ph.D., Professor (nuclear physics). B.A., Reed, 1951; M.S., Idaho, 1957; Ph.D., Wisconsin, 1961.

Brian W. Matthews, Ph.D., Professor (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 (solid state theory). B.S., 1949, M.S., 1951, Northwestern; Ph.D., Chicago, 1954. (On sabbatical leave, 1982-83.)

David K. McDaniels, Ph.D., Professor (nuclear physics). B.S., Washington State, 1951; M.S., 1958, Ph.D., 1960, Washington.

Michael J. Moravcsik, Ph.D., Professor (elementary particle theory). A.B., Harvard, 1951; Ph.D., Cornell, 1956.

Gerald F. Moseley, Ph.D., Professor (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 (molecular physics). Director, Institute of Chemical Physics. B.S., 1964, M.S., 1966, Ph.D., 1969, Georgia Institute of Technology.

Jack C. Overley, Ph.D., Associate Professor (nuclear physics). B.S., Massachusetts Institute of Technology, 1954; Ph.D., California Institute of Technology, 1960.

Kwangjai Park, Ph.D., Associate Professor (physics of fluids, solid state physics). B.A., Harvard, 1958; Ph.D., California, Berkeley, 1965.

George W. Rayfield, Ph.D., Associate Professor (biophysics, low temperature physics). B.S., Stanford, 1958; Ph.D., California, Berkeley, 1964.

David R. Sokoloff, Ph.D., Associate Professor (physics education); Associate Department Head. B.A., Queens College, 1966; Ph.D., Massachusetts Institute of Technology, 1972.

Davidson E. Soper, Ph.D., Associate Professor (elementary particle theory). B.A., Amherst College, 1965; Ph.D., Stanford, 1971.

William W. Suggs, Ph.D., Visiting Associate Professor (astronomy teaching). B.A., 1964, M.A., 1966, University of Cincinnati; Ph.D., George Peabody College for Teachers, 1975.

Robert L. Zimmerman, Ph.D., Associate Professor (astrophysics, general relativity). B.A., Oregon, 1958; Ph.D., Washington, 1963.

### Special Staff

Shen-Chang Chao, Ph.D., Research Associate (elementary particle theory). Ph.D., Columbia, 1982.

Mau Hsiung Chen, Ph.D., Senior Research Associate, Adjunct Assistant Professor of Physics (theoretical atomic physics). Ph.D., Oregon, 1972.

Jean-Daniel Ganière, Ph.D., Research Associate (chemical physics). Ph.D., Swiss Federal Institute of Technology, 1981.

John C. Hansen, Ph.D., Research Associate (molecular physics). Ph.D., Chicago, 1979.

Keisho Hidaka, D.Sc., Senior Research Associate (elementary particle theory). D.Sc., University of Tokyo, 1976.

Ira G. Nolt, Ph.D., Research Associate (infrared astronomy). Ph.D., Cornell, 1967.

J. V. Radostitz, Research Associate (scientific instrumentation), Washburn School, 1960.

Timothy C. Steimle, Ph.D., Research Associate (chemical physics); Ph.D., California, Santa Barbara, 1979.

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 want 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 16.



## 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 16. (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 at least ten terms of upper-division physics courses and earn at least a 3.50 grade point average in these courses.

## 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.

## Model Program

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

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)

### Sophomore Year

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)

### Junior Year

Thermodynamics and Statistical Physics (Ph 351, 352)

Electricity and Magnetism

(Ph 441, 442, 443)

mathematical and/or physics electives

### Senior Year

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

## 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, atomic and molecular physics, biophysics, chemical physics, 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.

The Chemical Physics Institute 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.

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.

## 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); Statis-

tics 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, except for Research (Ph 501) and Thesis (Ph 503) hours. 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 credible 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, as set by the appropriate language department; by the completion of the second year of a college-level course with a minimum 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, and at the planetarium. 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 humankind'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 100 or equivalent. Three lectures. (Not offered 1982-83.)

#### 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, meteorology, geological processes, and the human 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 offered 1982-83.) 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: high school algebra.

**Ph 110. Atoms and Nuclei. 3 credit hours.** Non-mathematical 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. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**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 on 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 human 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. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**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. (Not offered 1982-83.)

**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 prehealth 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.

**Please 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 1982-83.

**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. (Not offered 1982-83.) 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 on 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 1982-83.

**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 1982-83.)

**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. (Not offered 1982-83.)

**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 1982-83.

**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. Not offered 1982-83.

**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 1982-83.

**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.

**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. (Not offered 1982-83.)

**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.

**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.  
Seminar in Condensed Matter.  
Atomic and Chemical Physics Seminar.  
Theoretical Physics Seminar.  
Seminar in Molecular Biology.

**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; measurement 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.

**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.

**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. (Not offered 1982-83.)

**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.

**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. (Not offered 1982-83.)

**Ph 581, 582, 583. Atomic and Molecular Physics. 3 credit hours each term.** A survey of atomic and molecular physics, including angular momentum and multipole 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 1982-83.)

## Political Science

**936 Prince Lucien Campbell Hall  
Telephone 686-4864  
L. Harmon Zeigler, Department Head**

### Faculty

Adrienne Armstrong, M.A., Assistant Professor (international relations). B.A., Boston University, 1975; M.A., Northwestern University, 1978.

William H. Baugh, Ph.D., Assistant Professor (international relations). S.B., MIT; M.S., Rochester, 1965; M.A., 1971, Ph.D., 1973, Indiana.

James C. Davies, Ph.D., Professor (political behavior; revolution; fiction). A.B., Oberlin, 1939; Ph.D., California, Berkeley, 1952.

Joseph R. Fiszman, Ph.D., Professor (comparative politics). B.A., St. John's, Shanghai, 1948; M.A., Emory, 1956; Ph.D., Michigan State, 1964.

Daniel Goldrich, Ph.D., Professor (political development; American, third world). B.A., Antioch, 1955; M.A., 1957, Ph.D., 1959, North Carolina.

Arthur M. Hanhardt, Jr., Ph.D., Professor (comparative politics, Europe). B.A., Rochester, 1953; M.A., Colgate, 1958; Ph.D., Northwestern, 1963.

Thomas Hovet, Jr., Ph.D., Professor (international organization). A.B., Washington, 1948; M.A., New York University, 1949; Ph.D., New Zealand, 1954.

James R. Klonoski, Ph.D., Professor (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 (political theory, research methods). B.A., Northwestern, 1963; M.A., 1965, Ph.D., 1966, Oregon.

Joyce M. Mitchell, Ph.D., Professor (public policy, legislative politics). B.A., Pomona, 1952; M.A., 1954, Ph.D., 1964, California, Berkeley.

William C. Mitchell, Ph.D., Professor (democratic institutions, public policy). B.A., Michigan State, 1950; M.A., Illinois, 1951; Ph.D., Harvard, 1960.

John M. Orbell, Ph.D., Professor (choice theory, urban, elections). B.A., 1957, M.A., 1960, New Zealand; Ph.D., North Carolina, 1965. On sabbatical leave, winter, spring 1982-83.

Lawrence C. Pierce, Ph.D., Professor (public administration, public finance). B.A., Yale, 1959; M.P.A., 1965, Ph.D., 1970, Cornell. On sabbatical leave, 1982-83.

Priscilla Southwell, M.A., Assistant Professor (American politics, political behavior and theory). B.A., 1974, M.A., Colorado, 1977.

M. George Zaninovich, Ph.D., Professor (political theory; eastern Europe). B.A., 1953, M.A., 1959, Ph.D., 1964, Stanford.

L. Harmon Zeigler, Ph.D., Department Head, Professor; Research Associate, Division of 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; teach-

ing; 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 added several 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 of American Political Economic Development (PS 341), Mass Media and American Politics (PS 349), Campaigning (PS 353), Oregon Government and Politics (PS 355), and Introduction to Political Psychology (PS 380).

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), Methods for Politics and Policy Analysis, I, II, and III (PS 445, 446 and 447), 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), Congress (PS 468), and Politics of the Economy (PS 487).

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, 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.

### Model Program for Political Science Majors

Freshman Year, Fall Term  
Political Science 3 credits PS 201  
Social Science elective 3 cr Ec 201  
Natural Science elective 3 credits  
Arts and Letters 3 credits  
English Composition\*  
Math (for BS degree) 4 cr Mth 101  
Language (for BA degree)

Freshman Year, Winter Term  
Political Science 3 credits PS 205  
Social Science elective 3 cr Soc 201  
Natural Science elective 3 credits  
Arts and Letters 3 credits  
English Composition\*  
Math (for BS degree) 4 cr Mth 207  
Language (for BA degree)

Freshman Year, Spring Term  
Political Science 3 credits PS 207  
Social Science elective 3 cr Psy 201  
Natural Science elective 3 credits  
English Composition\*  
Math (for BS degree) Mth 209  
Language (for BA degree)  
\*(Wr 121 one term according to priority)

Sophomore Year, Fall Term  
Political Science 3 credits PS 235  
Political Science 3 credits PS 321  
Arts and Letters 3 credits  
English Composition 3 credits  
Wr 122 or 123  
Electives 3 credits

Sophomore Year, Winter Term  
Political Science 3 credits PS 330  
Political Science 3 credits PS 347  
Arts and Letters 3 credits  
Natural Science elective 3 credits  
Electives 3 credits

Sophomore Year, Spring Term  
Political Science 3 credits PS 351  
Political Science 3 cr PS 400-level  
Arts and Letters 3 credits  
Natural Science elective 3 credits  
Electives 3 credits

**Freshmen 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 capital 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 a 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 to the institution in which the preparation is completed. The Department of Political Science offers work toward basic and standard Oregon certification. For specific information regarding requirements for a social studies endorsement, students should consult the 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 Arts in Public Policy, Master of Science, Master of Science in Public Policy, 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 record 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 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 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 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 (27) 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, 505, 506, 509. Eighteen hours of thesis are required in addition to the 27 hours. At the student's option, the teaching practicum **may be** substituted by an extensive research paper.

After completing courses 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 and all other requirements, 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

\*Courses marked thus may not be offered in 1982-83.

**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.\*

**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, 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.

**PS 199. Special Studies. 1-3 credit hours.** Topics to 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, Zeigler.

**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.

**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. Hovet, Baugh, Armstrong, Goldrich.

**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, Orbell, Zeigler, Southwell.

**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. 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, Southwell.

**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, 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. Hanhardt.

**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 nongovernmental organizations. Baugh, Armstrong.

**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, Armstrong.

**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.\*

**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.\*

**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.\*

**PS 340. Introduction to Public Policy. 3 credit hours.** Consideration of alternative means of explaining the process of policymaking, and alternative strategies of decisionmaking 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 politics. 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. 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. 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 sociopolitical processes. Prerequisite: Mth 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, and the relationships with other Communist states.

**PS 380. Introduction to Political Psychology. 3 credit hours.** Deals with parallels between the life span of an individual and the development of political institutions. Davies.

**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. Offerings vary from year to year, depending upon student interests and needs, and availability of faculty.

**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. 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. 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 organization. Klonoski, Southwell, 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. Southwell, 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, 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 generalizations 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.

**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). 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. 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, Southwell.

**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 443. Politics of Multi-Ethnic Societies. (G) 3 credit hours.** A comparative analysis of political processes 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. Zaninovich.

**PS 445. Methods for Politics and Policy Analysis I. (G) 3 credit hours.** Introduction to quantitative analysis, stressing application of basic concepts in probability and linear algebra to typical problems in political science. Students required to perform analyses of selected topics to gain experience with such methods of analysis as Markov chains, and directed graphs as applied to political processes and structures. Medler, Poole.

**PS 446. Methods for Politics and Policy Analysis II. (G) 3 credit hours.** Survey of basic model-building techniques currently used in political analysis. Specific techniques include linear regression, discrete variable regression, recursive systems, and cross-level regression. Students required to perform analyses of selected topics using a variety of these methods. Medler, Poole.

**PS 447. Methods for Politics and Policy Analysis III. (G) 3 credit hours.** Survey of experimental and quasi-experimental designs applicable to problems in politics and public policy. Includes methods of analysis appropriate for these designs, various techniques for analysis of time-series data. Students required to perform analysis of selected topics using experimental and quasi-experimental techniques. Medler, Poole.

**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, Southwell.

**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. 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.

**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 the 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. Southwell.

**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. Davies.

**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 relationship 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 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 487. Politics of the Economy. (G) 3 credit hours.** The political economy of certain important social issues. Examination of price controls, the environment and pollution, inflation, energy, and consumer protection. Each complex of issues treated in terms of relevant economic and political considerations. W. Mitchell.

**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 parties, economic groups, elections, public opinion, executive positions, bureaucrac, 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 on decision-making, and the implications and consequences of such policies, nationally and abroad. Baugh, J. Mitchell.

**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.

**PS 509. Teaching Practicum. 1-5 credit hours.**



# Prehealth Sciences

**164 Oregon Hall**  
**Telephone 686-3211**  
**Marliss Strange, Program Coordinator**

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 the coordinator. Prehealth students should consult regularly with advisers.

## Dental Hygiene, Preparatory

S. Hugh Namekawa, Ph.D., Assistant Professor, Health Education, Head Adviser.

The University of Oregon offers classes which satisfy admission requirements for the Oregon Health Sciences University 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 in addition to Speech.

Psychology: Psychology 201, 215.

Sociology: Introduction to Sociology 201.

A social science group-satisfying elective from either psychology or sociology.

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.

### Pre dental Curriculum

The University offers a pre dental 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 pre dental students devote at least three years to their pre dental education, completing a minimum of 135 credit hours of which 115 credit hours, including all of the pre dental 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 to complete the requirements for a baccalaureate degree at the School of Dentistry should satisfy, in their pre dental 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 16 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 100), 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 with core biology laboratories 315, 316, 317), 15 credit hours.

Organic Chemistry must be taken concurrently with or prior to this sequence. Alternatively, some pre dental 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 Pre dental 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

Pre dental students must realize that there is competition for admission to the School of Dentistry. The average grade point average of the entering class of 1981 was 3.20. 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 pre dental 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 evaluations from teachers who have actually worked with the pre dental student, if the information is to be of any value for the Admissions Committee. In large classes, a more useful evaluation may 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 pre dental 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, literature, anthropology, and personnel management. Students are advised to explore their own interests and obtain the best possible general cultural education. The guidance of pre dental 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 pre medical 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 Premedical Advisory Committee, composed of faculty members on the Eugene campus, a physician, and the prehealth 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 Sciences 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* requirement 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 with laboratories 315, 316, 317 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*. Any major is acceptable to medical schools, and recent research has demonstrated that there is no bias against the nonscience major in the selection process, and there is no significant difference in medical school performance or in eventual selection of residency for the science and nonscience 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 73.

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 P/N 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 pre-medical students secure letters from instructors immediately upon finishing classes and that students see advisers regularly so that the adviser can write a knowledgeable recommendation when one is needed.

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

Gordon M. Murphy, M.S., Senior Instructor in 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, and 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, 382).

(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 206)

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:

	Credit Hours
Fall Term	
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
Winter Term	
Clinical Bacteriology (MT 411)	6
Clinical Biochemistry (MT 425)	6
Special Hematology (MT 431)	3
Radioisotope Techniques (MT 521)	1
Spring Term	
Urinalysis (MT 414)	4
Historical Technique (MT 420)	2
Immunology (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 most schools or hospitals in the country which offer 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 prenursing program includes a minimum of 45 credit hours distributed as follows:

Survey of General, Organic, and Bio-chemistry 101, 102, 103 (which includes laboratories) or General Chemistry 104, 105, 106 and required additional laboratories 107, 108, 109.

A course in Algebra (Mth 100 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 108).

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 prenursing 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. 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**

Prerequisite nonnursing courses for Registered Nurses who seek admission to the baccalaureate program at the Oregon Health Sciences University in Portland are offered by the University of Oregon in Eugene. These prerequisites and group requirements are the same as those outlined for the prenursing student.

For information regarding admission requirements and nursing courses at the Oregon Health Sciences University, consult Marlene Dehn, R.N., Coordinator, The Oregon Health Sciences University, School of Nursing, Room 341, Susan Campbell Hall, University of Oregon, or consult Maureen Whitman, Director of Continuing Education, the Oregon Health Sciences University, School of Nursing, 3181 S.W. Sam Jackson Park Road, Portland, Oregon 97201.

**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)

12 credits organic chemistry (Ch 331-332 and 337-338)

10 credit hours biology (Bi 201, 202, 204 or Bi 311, 312, 313 are recommended. Only 1 course may be botany.)

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 preprofessional 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**

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.

Practicum experience is strongly recommended for purposes of clarifying career goals and establishing contact with a practitioner who has current information about the profession. Many schools consider the practicum an integral part of the undergraduate preparation.

Practicum credit is arranged through the Office of Academic Advising and Student Services.

**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. Application for WICHE certification must be completed by October of the year preceding admission.

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., Advising Coordinator, Office of Academic Advising and Student Services.

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. Communication with the school proposed for transfer is also recommended. 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.

Practicum experience is strongly recommended for purposes of clarifying career goals and establishing contact with a practitioner who has current information about the profession. Many schools consider the practicum an integral part of the undergraduate preparation.

Practicum credit is arranged through the Office of Academic Advising and Student Services.

Graduate programs, leading to a certificate of proficiency or a master's degree, require the same preparation as the transfer programs 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 Occupation Therapy Association, 6000 Executive Boulevard, Rockville, Maryland 20852.

#### **Optometry, Preparatory**

Marliss Strange, M.A., Office of Academic Advising and Student Services, 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.

## Prelaw Preparation

**164 Oregon Hall**

**Telephone 686-3211**

**Jack W. Bennett, Academic Counselor**

**201 Law Center**

**Telephone 686-3846**

**Marilyn Bradetich, Admissions Director**

In general, all major law schools require that applicants for admission have a baccalaureate degree. They do not, however, require specific undergraduate majors, and do not prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields that orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, prelaw students should place considerable emphasis on the development of skills in English composition and communication, on acquiring abilities to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training areas.

The University of Oregon School of Law recommends the following courses for student consideration. They are not, however, required for admission, nor do they substitute for a broad, well-developed educational background.

Accounting Actg 221, 222

Economic Analysis Ec 201, 202

English Composition Wr 121, 122, 123

English History Hst 304, 305, 306

Literature and further English composition courses.

U.S. History Hst 201, 202, 203

Social, Political Philosophy Phi 307, 308, 309

Political Theory PS 430, 431, 432

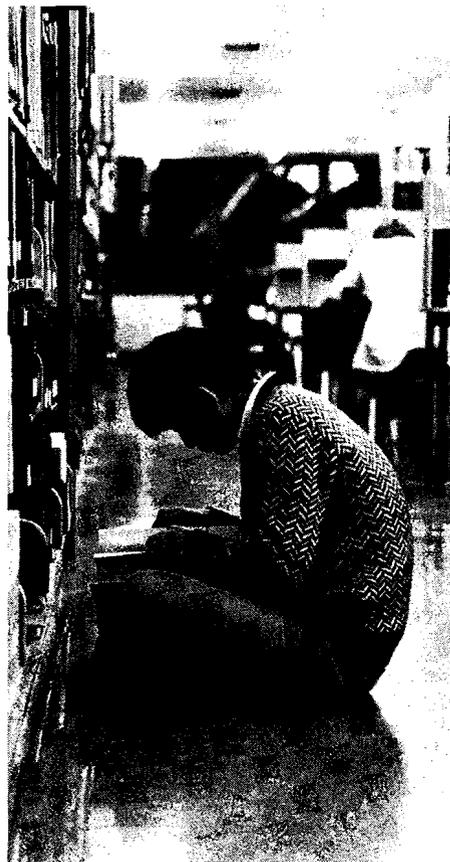
Psychology Psy 201

Sociology Soc 201

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June; registration forms are available in the Admissions Office, Law Center, and Testing Office (1590 East 13th Avenue), and must be mailed a month in advance of the testing date. For those planning to attend law school immediately upon graduation, it is recommended that the examination be taken in the spring of the junior year or at the earliest possible date in the senior year. The test may be repeated, but most law schools will average scores. The Learning Resources Center (5 Friendly Hall) sponsors moderately priced review courses each term.

Each law school has its own criterion for determining admissibility. The primary predictors of admission are the LSAT scores and grade point averages. Students should use the pass-undifferentiated (ungraded) grading option with restraint, especially within their major. Various other subjective factors will also be considered. Students should expect to provide letters of recommendation and statements of purpose.

Further information about prelegal study and law school admission is contained in the *Prelaw Handbook*, available at the Office of Academic Advising and Student Services, the law school, or campus bookstores. Students who want additional information or assistance should consult the prelaw advising center, 164 Oregon Hall, and the admissions director, of the School of Law, University of Oregon. Each fall and spring the Office of Academic Advising and Student Services arranges workshops for students interested in preparing for law school.



## Psychology

**131 Straub Hall: Main Office**  
**Telephone 686-4921**  
**Robyn M. Dawes, Department Head**

### Faculty

- Fred Atneave, 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.
- Robyn M. Dawes, Ph.D., Professor (social judgment, assessment, math models). B.A., Harvard, 1958; M.A., 1960; Ph.D., 1963, Michigan.
- Beverly Fagot, Ph.D., Associate 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.
- 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.
- 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.

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 nonmajors, 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 courses are of broad interest to many different majors throughout the University as well as to psychology majors. And third, 400-level field courses are designed for psychology majors but also are open to other students who fulfill the prerequisites.

The field 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 field 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 University undergraduates currently enrolled (see page 16 for requirements for new students):

**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, 479, 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 fields.

The fields are physiological-ethology; human experimental psychology; developmental psychology; social psychology; and personality-psychopathology. At least one of the field 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 (a 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).

**Please 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 attending lecture courses, students may 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 professional 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 on 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 may 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, 479, 487, 488, 489.

*Welfare-Social Work.* Psy 383, 388, 411, 417, 427, 456, 457, 462, 470, 473, 479, 487, 488, 489.

*Youth Work.* Psy 374, 383, 388, 417, 421, 423, 473, 475, 476, 478, 479.

*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, 479, 487, 488, 489; many seminars (407) are also appropriate.

### Secondary School Teaching

The department offers work toward basic and standard certification to teach in public secondary schools. For additional information regarding departmental requirements for psychology, students should see the departmental adviser for teacher education, and the Office of Secondary Education in the College of 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 place less emphasis on 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 proseminar 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 main-

taining 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

**Please 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-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.

### Upper-Division Courses Carrying Graduate Credit

**Please 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 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).

### Fields

**Please note: All fields 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 FIELD

**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 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, somesthesia, 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.

### PHYSIOLOGICAL FIELD

**Psy 445. Brain Mechanisms of Behavior. (G) 3 credit hours.** The functional organization of the mammalian brain, including that of humans. 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 FIELD

**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 of 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 FIELD****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 FIELD****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 term.**

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**

**Please 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 Courses.** 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 outcomes 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 513 or equivalent.

# Religious Studies

223 Chapman Hall  
Telephone 686-4971  
Hee-Jin Kim, Department Head

## Faculty

Hee-Jin Kim, Ph.D., Associate Professor (Oriental religions). B.A., 1957, M.A., 1958, California; Ph.D., Claremont, 1966.

Stephen Reynolds, Ph.D., Associate Professor (history of western religious thought). B.A., Princeton, 1958; M.A., 1963, Ph.D., 1966, Harvard.

J. T. Sanders, Ph.D., Professor (biblical studies). B.A., Texas Wesleyan, 1956; M.Div., Emory, 1960; Ph.D., Claremont, 1963.

G. Douglas Straton, Ph.D., Professor (philosophy of religion and ethics). B.A., Harvard, 1938; B.D., Andover Newton, 1941; Ph.D., Columbia, 1950.

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: all of the following: R 304, 305, 311, 312, 313; one of the following: R 440, 441, any course numbered R 405, 406, 407, 408, 410, CI 405, 406, 407, 408, 410, Hst 405, 406, 407, 408, or 410 in the subject field; recommended: ArH 411, 412, 413, 414, 415, 416, CI 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, 468, 469, Hst 291, 292, 494, 495, 497, 498.

(4) Philosophy of Religion and Theology: Phl 203, 204, 439, 440, R 430, 431; recommended: Phl 301, 302, 303, 304, 305, 306.

**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; examination of their beliefs, practices, and institutions in history and culture.

### Sample program for the first two years in religious studies

Freshman Year	Sophomore Year
Fall, credits	Fall, credits
R 201, 3	PE, 1
PE, 1	Foreign lang., 4
Wr 121, 3	(or Arts & Letters phil., 3)
Mth 101 or	R 300 sequence, 3
Science, 4	Psy 211 or
e.g.:	other science, 4
Geol 101	Hst 101 or
Anth 104	Soc 201, 3
Ph 104	Total cr, 14-15
Foreign lang., 4	
(or lit., 3)	
Total cr, 14-15	
Winter, credits	Winter, credits
R 202, 3	PE, 1
PE, 1	Foreign lang., 4
HE, 3	(or Arts & Letters phil., 3)
Mth 102 or	R 300 sequence, 3
Science, 3-4	Psy 212 or
e.g.:	other science, 4
Geol 102	Hst 102 or
Bi 101	Soc 429, 3
Ph 105	Total cr, 14-15
Foreign lang., 4	
(or lit., 3)	
Elective, 3	
Total cr, 16-18	
Spring, credits	Spring, credits
R 203, 3	Elective, 3
PE, 1	Foreign lang., 4
Wr 123, 3	(or Arts & Letters phil., 3)
Mth 156 or	R 300 sequence, 3
157 or Sci., 3-4	Psy 213 or
e.g.:	other science, 4
Geol 103	Hst 103 or
Bi 102	Soc 461, 3
Ph 106	Total cr, 16-17
Foreign lang., 4	
(or lit., 3)	
Elective, 3	
Total cr, 16-18	

**R 230. Varieties of Eastern Meditation. 3 credit hours.** An introduction to the classical yogic/meditation 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.

**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.

**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, 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 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.** Not offered 1982-83.

**R 421. Contemporary Social Problems and Religion. (g) 3 credit hours.** Not offered 1982-83.

**R 423, 424, 425. Contemporary Philosophies of Religion and Theological Movements. (g) 3 credit hours each term.** Not offered 1982-83.

**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 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 *Pi-yen-lu* (The Blue Cliff Record), *Wu-men-kuan* (The Gateless Gate), and *Shobogenzo* (The Treasury of the True Dharma Eye). Offered alternate years. Kim.

**R 440. Foundations of Biblical Ethics. (g) 3 credit hours.** Not offered 1982-83.

**R 441. Recent Discoveries in Biblical Studies. (g) 3 credit hours.** Not offered 1982-83.

## Romance Languages

**101 Friendly Hall**

**Telephone 686-4021**

**Randi M. Birn, Department Head**

### Faculty

George Ayora, Ph.D., Associate Professor (Spanish-American literature). B.A., 1962, M.A., 1964, Washington; Ph.D., Vanderbilt, 1969.

Randi M. Birn, Ph.D., Professor (contemporary French literature). Cand. Philol., Oslo, 1960; Ph.D., Illinois, 1965.

Françoise Calin, Ph.D., Associate Professor (modern French novel and poetry). License, 1963, Diplôme d'Etudes Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., Stanford, 1972.

William Calin, Ph.D., Professor (Medieval and Renaissance French literature, French poetry). B.A., 1957, Ph.D., Yale.

Henry F. Cooper, M.A., Senior Instructor (French). B.A., Willamette, 1950; M.A., Middlebury, 1956.

David J. Curland, M.A., Senior Instructor (Spanish). B.A., California, Los Angeles, 1950; M.A., Oregon, 1963.

Richard H. Desroches, Ph.D., Associate Professor (18th-Century French literature). B.A., Clark, 1947; Ph.D., Yale, 1962.

Juan A. Epple, Ph.D., Assistant Professor (Spanish-American literature). Licenciado, Chile, 1971; M.A., 1977, Ph.D., 1980, Harvard.

Sylvia B. Giustina, M.A., Senior Instructor (Italian). B.A., Marylhurst, 1956; M.A., Oregon, 1966.

Thomas R. Hart, Ph.D., Professor (Spanish, Portuguese, Middle Ages, Renaissance). Editor, *Comparative Literature*. B.A., 1948, Ph.D., 1952, Yale.

Emmanuel S. Hatzantonis, Ph.D., Professor (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 (Spanish narrative). B.A., Dartmouth, 1963; M.A., 1964, Ph.D., 1968, Harvard.

Elisabeth A. Marlow, Ph.D., Assistant Professor (French, 17th-century literature and civilization). Diploma, Hautes Etudes Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon.

Barbara Dale May, Ph.D., Associate Professor (modern Spanish poetry). B.A., 1972, M.A., 1973, Ph.D., 1975, Utah.

Veronique Morrison, M.A., Instructor (French language teaching). B.A., 1967, M.A., 1969, California, Los Angeles.

Perry J. Powers, Ph.D., Professor (Spanish Golden Age). B.A., Oregon, 1941; Ph.D., Johns Hopkins, 1947.

Steven F. Rendall, Ph.D., Professor (French literature; literary theory). Associate Editor, *Comparative Literature*. B.A., Colorado, 1961; Ph.D., Johns Hopkins, 1967.

Wolfgang F. Sohlich, Ph.D., Associate Professor (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. Information on other foreign study programs is available in the department.

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 Cuauhnahuac 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 Germanic Languages and Literatures. Romance language 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 graded 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 graded 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.

At least two literature courses beyond the 300-level are required for all majors in the department.

**FRENCH**

Forty-five graded 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-division French, at least 9 of which must be in courses of French composition and 18 of French literature.

RL Model program goes about here (gc-10-9)

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, history of art, philosophy, history). Students are urged to consult with their adviser in order to create a balanced program.

**ITALIAN**

Forty-five graded 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 (Ital 307, 308, 309) or Introduction to Italian Literature (Ital 377, 378, 379); (2) three terms of Composition and Conversation (Ital 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 graded credit hours of work beyond the second-year sequence, distributed as follows:

- (1) Introduction to the Reading of Spanish Literature (Span 311).
- (2) Three from the following: Medieval Spanish Literature (Span 312), The Golden Age (Span 313), Modern Spanish Literature (Span 314), Spanish-American Literature (Span 315).
- (3) Cervantes (Span 360).
- (4) Five terms of Spanish, Spanish-American, or Portuguese literature courses numbered 407 or above.
- (5) Three terms of composition and conversation: Span 347, 348, 349 or Span 461, 462, 463, or a combination of these.

(6) Two terms of upper-division work in related areas; e.g., History of Spain, Hispanic America, History of Art, Art in Latin America, or Latin American geography, including culture and civilization and Chicano literature in the department.

**ALTERNATE MAJOR IN SPANISH**

For students with strong interests in the related fields of linguistics, social sciences, and area studies, 45 graded credit hours beyond the second-year sequence are required, distributed as follows:

- (1) Six terms of work in upper-division and advanced language classes: Span 350, 351, 347, 348, 349, 461, 462, 463.
- (2) Five terms of upper-division course work in literature, distributed as follows: (a) Span 311; (b) four from the following: Span 312, 313, 314, 315, 360.
- (3) Four terms of upper-division work in related areas; e.g., History of Spain, Hispanic America, History of Art, Art in Latin America, or Latin American geography, including culture and civilization, Chicano and Portuguese literatures in the department.

**Model Program**

The following program is typical for first-year students in Romance languages:

Course	Credits
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

**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, 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**

The M.A. is primarily a degree in the study of literature, although the student normally takes work to improve linguistic skills. 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 graded 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 graded credit hours of graduate study with grades of B or higher and with no comprehensive examination. This option is not available to students who have failed the M.A. examination. Students who are successful in their petition for this alternative normally are not expected to continue toward the Ph.D. degree, 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 graded 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. The program requires a minimum of 45 graded credit hours of graduate work, including 9 hours in education, as well as a comprehensive examination. In addition, a summer program in Mexico is available to enhance formal study with immersion in the language and culture. The M.A.T. 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 courses in the literature of one of more Romance languages other than the major, as well as two courses 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 department.

### 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. Although 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 a two-term program in Seville, Spain, during the academic year and summer programs in Perugia, Italy, and in Cuernavaca, Mexico.

### Courses Offered

#### French: Undergraduate Courses

**Please 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.

**RL 230. Introduction to French Literature in Translation. 3 credit hours.** Study of representative masterworks in English translation. Each year the course organizes around a different theme or topic. Offered fall term beginning with 1982-83. Part of a sequence, RL 230, 231, 232; see Italian and Spanish sections also.

**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. Not offered 1982-83.**

**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, LaCeppede, 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. Desroches, W. Calin. Not offered 1982-83.

**Fr 318. Contemporary French Theater. 3 credit hours.** Study of major trends and movements in modern French drama. Offered in alternate years. **Birn, Sohlich.**

**Fr 319. Baudelaire, Verlaine, Rimbaud. 3 credit hours.** Study of masterworks 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, 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. P/N grade only.

### 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. Recent topics: Modern Women Writers, 18th Century French Comedy, Voltaire, Theme Religion, Commitment in Literature, Proust to Beckett.

**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, *Les Philosophes*.

**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 1982-83.

**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.** Not offered 1982-83.

**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.**

**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 1982-83.

**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.

**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, Sohlich.

**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. Not offered 1982-83.

**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.

## French: Graduate Courses

**Please 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  
Diderot. Desroches  
Eighteenth-Century French Novel. Desroches  
French Romantic Drama. Desroches  
Baroque in France. W. Calin  
The New Novel in France. Birn, F. Calin.

**Fr 508, RL 508. Workshop.** Credit hours to be arranged.

**Fr 509, RL 509. Practicum.** Credit hours to be arranged. P/N 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. P/N.

**Fr 516, RL 516. Modern Criticism. 4 credit hours.** Study of selected modern critics such as Barthes, Poulet, Girard, Foucault, Derrida, Eco, Benjamin.

**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 perspectives of modern criticism. W. Calin.

**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.

**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.

**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.

**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.

**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, Céline, Butor, Beckett, and Claude Simon will be analyzed. Prerequisite: graduate standing or consent of the instructor. Birn.

**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.

**Fr 546. Molière. 4 credit hours.** A critical analysis of selected plays, with emphasis on Molière's comic technique. Marlow, Rendall.

**Fr 547. Voltaire. 4 credit hours.** Study of Voltaire's satire and historical prose. Desroches.

**Fr 550, 551. Proust. 4 credit hours each term.** Detailed study of *À la recherche du temps perdu*. Birn.

**Fr 552. Zola. 4 credit hours.** Study of representative works by Zola. Not offered 1982-83.

**Fr 553. Modern French Poetry. 4 credit hours.** Study of several major modern poets. F. Calin, W. Calin, Sohlich.

**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, Dali, Bunuel, Gracq, and others. Prerequisite: Graduate standing or instructor's consent. F. Calin.

**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. Not offered 1982-83.

## Courses Offered Only in Poitiers

**Please 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.

**Please 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 Birotteau*; 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 François 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, France.

## Italian: Undergraduate Courses

**Please note:** All listed courses may not be offered every year.

**Ital 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 Ital 122 (winter) and Ital 123 (spring) offered students showing exceptional ability in Ital 121. Hatzantonis and staff.

**Ital 124, 125. First-Year Italian. 6 credit hours each term, winter and spring.** Covers in two terms the work of Ital 121, 122, 123.

**Ital 199, RL 199. Special Studies. 1-3 credit hours.**

**Ital 204, 205, 206. Second-Year Italian. 4 credit hours each term.** Study of selections from representative authors. Review of grammar, conversation, composition—Giustina.

**Ital 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 1982-83.

**RL 231. Introduction to Italian Literature in Translation. 3 credit hours.** Study of representative masterworks in English translation. Each year the course organizes around a different theme or topic. Offered winter term beginning with 1982-83. Part of a sequence, RL 230, 231, 232; see French and Spanish sections also.

**Ital 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 alternately with Ital 377, 378, 379. Giustina.

**Ital 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.

**Ital 377, 378, 379. Introduction to Italian Literature. 3 credit hours each term.** Ital 377: analysis of poetic texts. Ital 378: critical readings of short stories. Ital 379: study of theater. Offered alternately with Ital 307, 308, 309. Giustina.

**Ital 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.

**Ital 405, RL 405. Reading and Conference.** Credit hours to be arranged.

**Ital 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.

**Ital 409, RL 409. Practicum.** Credit hours to be arranged. P/N.

### Italian: Upper-Division Courses Carrying Graduate Credit

**Please note:** All listed courses may not be offered every year.

**Ital 407, RL 407. Seminar. (G)** 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.

**Ital 410, RL 410. Experimental Course. (G)** Credit hours to be arranged.

**Ital 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.

**Ital 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.

**Ital 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: Ital 307, 308, 309, or consent of instructor. Hatzantonis.

**Ital 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: Ital 307, 308, 309, or consent of instructor. Hatzantonis.

### Italian: Graduate Courses

**Please note:** All listed courses may not be offered every year.

**Ital 501, RL 501. Research.** Credit hours to be arranged. A no-grade course. Consent of instructor is required.

**Ital 503, RL 503. Thesis.** Credit hours to be arranged. A no-grade course.

**Ital 505, RL 505. Reading and Conference.** Credit hours to be arranged.

**Ital 507, RL 507. Seminar. 4 credit hours.** Recent topics: The Italian Lyric; Dante, Petrarch, and Boccaccio; Verga's Narrative.

**Ital 508, RL 508. Workshop.** Credit hours to be arranged.

**Ital 509, RL 509. Practicum.** Credit hours to be arranged. P/N only.

**Ital 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. P/N only.

### Portuguese

**Please 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 toward 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 1982-83.

**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 1982-83.

### Provençal

**Please 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.

### Spanish: Undergraduate Courses

**Please 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. Not offered 1982-83.

**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.

**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 199, RL 199. Special Studies. 1-3 credit hours.**

**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. Students whose competence in the language already exceeds the scope of this course will not be admitted.

**Span 219, 220. Second-Year Spanish. 6 credit hours each term.** Covers in two terms the work of Span 207, 208, 209.

**RL 232. Introduction to Spanish Literature in Translation. 3 credit hours.** Study of representative masterworks in English translation. Each year the course organizes around a different theme or topic. Offered spring term beginning with 1982-83. Part of a sequence, RL 230, 231, 232; see French and Italian sections.

**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.

**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, Lázaro de Tormes, Cervantes, Lope de Vega, Calderón, and others. Prerequisite: Span 311. Jackson, Powers.

**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. Students whose competence in the language already exceeds the scope of this course will not be admitted. 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 Quixote* 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: Span 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 the Spanish-speaking world.

**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. P/N only.

### Spanish: Upper-Division Courses Carrying Graduate Credit.

**Please 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 short story; contemporary poetry; Cortázar; modern narrative; Galdós; Valle-Inclán; narrative of Carpentier, Pacific regional writers.

**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.

**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.

**Span 452. Renaissance and Baroque Poetry. (G) 3 credit hours.** May include the Petrarchism of Garcilaso and Herrera; traditional forms, especially the *romance*; the religious and mystic poetry of Fray Luis de León and San Juan de la Cruz; Santa Teresa; three 17th century poets: Góngora, Lope de Vega, and Quevedo. Prerequisite: Span 313. Powers, Hart.

**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.

**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.

**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.

**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.

**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. 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.

**Span 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.

**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

**Please 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. P/N 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 techniques, and scholarly writing. No prerequisite. P/N only.

**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. Hart, Jackson, Powers. Not offered 1982-83.

**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.

**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, Augustín 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.

**Span 561, 562, 563. Spanish-American Novel. 4 credit hours each term.** Study of the novel as a literary form in Spanish America. Ayora.

## Russian

**327 Friendly Hall  
Telephone 686-4078  
Joseph Hynes, Acting Program Director**

### Faculty

John Fred Beebe, Ph.D., Associate Professor (literature, linguistics). B.A., Wabash, 1946; M.A., Indiana, 1954; Ph.D., Harvard, 1958.

Albert Leong, Ph.D., Associate Professor (19th- and 20th-century literature, culture). B.A., 1961, M.A., 1966, Ph.D., 1970, Chicago.

James L. Rice, Ph.D., Associate Professor (folklore, 18th- and 19th-century literature). A.B., Harvard, 1960; M.A., 1964, Ph.D., 1965, Chicago.

Fruim Yurevich, M.A., Senior Instructor (language, literature, culture). Diploma (M.A. equivalent) Astrakhan State Pedagogical Institute, 1959; M.A., Oregon, 1976.

Jakov Bacic, M.A., Visiting Assistant Professor (Serbo-Croatian, Polish, Slavic cultures). B.A., Hunter College, 1970; M.A., Columbia, 1978.

### 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, 206); History of Russia (Hst 447, 448, 449) or Topics in Russian Culture (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)  
Modern Russian Poetry (Russ 422)  
Dostoevsky (Russ 424)  
Tolstoy (Russ 425)  
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 CIEE Cooperative Russian Program (of which the University of Oregon is an affiliate) at Leningrad State University or in the Russian Program at Moscow's Pushkin Institute sponsored by the 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. Certification as an Oregon secondary teacher with a 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 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. Bacic, others.

**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. Beebe.

**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, Turgenyev, 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. Beebe, 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. Leong.

**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, Mandel'shtam, Tertz-Siniavskii, Zinov'ev, Pasternak, Tsvetaeva, Voinovich, Akhmatova, and Brodskii as yet unpublished in the USSR. No prerequisites. Readings and discussions in English. 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.

**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

**Please 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: Russ 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. 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 Daniilov and to various literary adaptations of folklore forms. Conducted in English with readings in Russian. Rice.

**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. Turgenyev. (G) 3 credit hours.** Literary development and context of Turgenyev'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

**Please 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.

**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.

**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.

**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

**Please 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.

**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. Basic.

**Slav 483, 484, 485. First-Year Polish. (G) 4 credit hours each term.** Elementary Polish grammar, conversation, reading, and composition. Basic.

**Slav 486, 487, 488. First-Year Czech. (G) 4 credit hours each term.** Czech grammar, reading, and composition.

**Slav 490, 491, 492. First-Year Ukrainian. (G) 4 credit hours each term.** Elementary Ukrainian grammar, reading, and composition.



## Russian and East European Studies

**239 Straub Hall  
Telephone 686-5053  
Judith A. Merkle, Program Director**

### Participating Faculty

Gustave Alef, History  
Jakov Bacic, Russian  
John Fred Beebe, Russian  
Steven Deutsch, Sociology  
Joseph Fiszman, Political Science  
Arthur Hanhardt, Political Science  
Alan Kimball, History  
Albert Leong, Russian  
Mark Levy, Outreach Coordinator  
Norma Comrada McFadden, Affirmative Action  
A. Dean McKenzie, Art History  
Judith Merkle, Political Science  
David Milton, Sociology  
Stephen Reynolds, Religious Studies  
James Rice, Russian  
Howard Robertson, Library  
Carol Silverman, Anthropology  
Sherwin Simmons, Art History  
Ronald Wixman, Geography  
Fruim Yurevich, Russian  
M. George Zaninovich, Political Science

The Russian and East European Studies Center (REESC) is composed of specialists from several departments and professional schools who are engaged in the study of 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 Introduction to Russian and East European Studies (Slav 199).

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 Russian 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 Introduction to Russian and East European Studies, an introductory course offered each year by the Russian and East European Center under its own course designation, Slav 199, 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 Russian and East European area studies and must cover at least three non-language disciplines of the Russian and East European Studies 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 Russian Program are coded with the prefix Russ for Russian or Slav 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. Cultural Geography of the Soviet West. Cultural Geography of the Soviet East. 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. Ethnography of East European Jews. Ethnography of Gypsies.

## Sociology

**736 Prince Lucien Campbell Hall**  
**Telephone 686-5002**  
**Benton Johnson, Department Head**

### Faculty

Joan R. Acker, Ph.D., Associate Professor (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 (sociological theory, political economy, sociology of education). B.A., Rice, 1969; Ph.D., Princeton, 1976.

Lawrence R. Carter, Ph.D., Associate Professor (demography, human ecology, urban sociology, economic sociology). B.S., Howard, 1958; M.A., 1970, Ph.D., 1973, Oregon.

Steven Deutsch, Ph.D., Professor (economic, political, comparative sociology, sociology of labor). B.A., Oberlin, 1958; M.A., 1959, Ph.D., 1964, Michigan State.

Richard P. Gale, Ph.D., Associate Professor (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 (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 (bureaucratic organizations, sociology of work and occupations, social stratification, historical sociology, sociology of education). B.A., Stanford, 1966; M.A., 1970; Ph.D., 1974, Chicago.

Patricia A. Gwartney-Gibbs, Ph.D., Assistant Professor (demography, research and statistical methods, social stratification). A.B., California, Berkeley, 1973; M.A., 1979, Ph.D., 1981, Michigan.

Richard J. Hill, Ph.D., Professor (methodology, social psychology, formal theory). A.B., 1950, M.A., 1951, Stanford; Ph.D., Washington, 1955.

Benton Johnson, Ph.D., Professor (sociology of religion, sociological theory). B.A., North Carolina, 1947; M.A., 1953, Ph.D., 1954, Harvard.

Miriam M. Johnson, Ph.D., Associate Professor (sex roles, the family, socialization). B.A., North Carolina, 1948; M.A., 1953, Ph.D., 1955, Harvard.

Jeanne McGee, Ph.D., Assistant Professor (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 (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 (quantitative methods, urban, deviance). B.S., Pomona, 1967; M.A., 1970, Ph.D., 1974, Wisconsin.

Kenneth Polk, Ph.D., Professor (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., Associate Professor (sociology of education, sex roles, methodology). B.A., 1969, M.A., 1972, Ph.D., 1974, Oregon.

Albert J. Szymanski, Ph.D., Associate Professor (stratification, social movements, sociological theory, political sociology). B.A., Rhode Island, 1964; Ph.D., Columbia, 1971.

Donald R. Van Houten, Ph.D., Professor (complex organizations, sociology of work). B.A., Oberlin, 1958; Ph.D., Pittsburgh, 1967.

David T. Wellman, Ph.D., Associate Professor (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 214 Education and Society  
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 214 Education and Society
- 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. At least

12 of the required 30 upper-division hours must be taken at the University of Oregon. None of these 12 may be Soc 401, 403, 405, 406, or 409.

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.

At least 24 of the 42 required hours must be taken on a graded basis and passed with a grade of C or better. No more than 6 hours of D will be counted toward the 42 hour requirement.

**Planning a Program**

An adviser is assigned to each student at the time the major is declared. The department also maintains an active Peer-Advising program. Undergraduate students can receive a variety of advising services from the peer advisers, who maintain regular office hours. With the help of peer advisers and the faculty adviser the student should set out a model program 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 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 Departments of Psychology, Political Science and Planning, Public Policy, and Management, 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 Department of Planning, Public Policy, and Management, and 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 wants 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 department 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 list 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 214. Education and Society. 3 credit hours.** Introduction to the sociological study of education; examination of schools as institutions of socialization; the relationship between education and social inequality; the social functions of higher education; educational alternatives and social change. 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 each 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:

Political Economy  
The Life Cycle  
Comparative Political Systems  
Public Bureaucracy  
Sociology of Labor  
Sociology of Work Culture  
Imperialism

**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, nonparametric 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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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 contemporary society. Emphasis is placed on the interrelations among class, race, and sex and the bearing of class on life expectancy, patterns of sexuality, crime, religion, etc. The historical origins and development of class and class systems (including slavery) are treated. Prerequisite: 9 credit hours in sociology.

**Soc 452. Social Stratification. (G) 3 credit hours.** An examination of the major theories of the cause and transformation of class systems. Special attention is given to the various attempts (e.g., the Utopian socialist experiments and such religious communes as Oneida and the Shakers) to eliminate class and inequality on a small scale. Attention is also given to recent revolutionary movements, e.g., the Bolshevik revolution of 1917, which have attempted to eliminate inequality on a large scale. 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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.

**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.

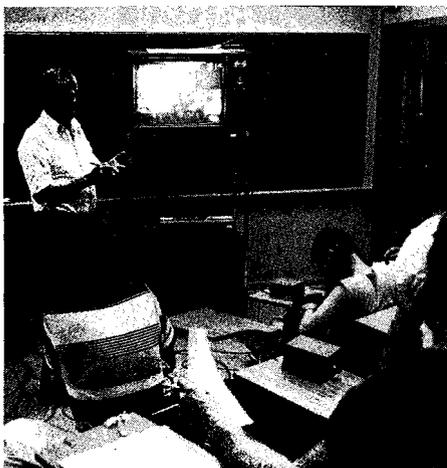
**Soc 560. Experimental Methods and Design. 3 credit hours.** The examination of the logic and design of experimentation in non-laboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments. The evaluation of social programs. Prerequisites: graduate standing, Soc 412 or the equivalent, or consent of instructor. Not offered annually.

**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. Not offered annually.

**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. Not offered annually.



## Speech

216 Villard Hall

Telephone 686-4171

Ronald E. Sherriffs, Department Head

### Faculty

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.

Carl R. Bybee, Ph.D., Assistant Professor of Telecommunication and Film (communication theory, research methods). Director, Communication Research Center. B.A., 1973; M.A., 1976; Ph.D., 1978, Wisconsin.

William Cadbury, Ph.D., Professor of Telecommunication and Film (film theory and criticism). B.A., Harvard, 1956; M.S., 1957, Ph.D., 1961, Wisconsin. On sabbatical leave 1982-83.

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.

Peter A. Davis, Ph.D., Assistant Professor of Theater Arts. A.B., 1977, A.M., 1978, Ph.D., 1980, University of Southern California.

Faber B. DeChaine, Ph.D., Professor of Theater Arts. B.S., Oregon, 1952; M.A., Michigan State, 1953; Ph.D., Minnesota, 1963.

David A. Frank, Ph.D., Assistant Professor of Rhetoric and Communication. Director of Forensics. B.A., 1978, M.A. 1979, Western Washington University; Ph.D., University of Oregon, 1982.

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.

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 fall 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.

Thomas D. Prewitt, M.F.A., Instructor, Technical Director of Theater. B.A., Nevada, 1971; M.F.A., Minnesota, 1973. On leave 1982-83.

Deanna M. Robinson, Ph.D., Assistant Professor of Telecommunication and Film (criticism and production). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon.

Ellen Seiter, Ph.D., Assistant Professor of Telecommunication and Film (criticism and production). B.A., 1976, University of California at Los Angeles; M.F.A., 1978, Ph.D., 1981, Northwestern.

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.

Ronald E. Sherriffs, Ph.D., Professor of Telecommunication and Film (production, criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., Southern California, 1964.

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 public secondary schools. The speech department offers work toward basic and standard certification.

For additional information regarding requirements for the endorsement, students should consult the departmental endorsement adviser for teacher education, and the Office of Secondary Education in the College of Education.

**Honors:** The program is designed to serve a select number of students who are majors in the various areas of the department and who have demonstrated unusual ability and uncommon commitment. The program is administered by a special committee.

## 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 Com-

munication (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)

Reticent 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 an understanding of aesthetic experience, especially through careful description, interpretation, and evaluation of major works. Courses in media control and organization concentrate on legal, economic, and philosophical constraints imposed upon audiovisual 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 telecommunication and film. In addition, prospective transfer students should note that some production courses may be completed at a two-year institution and substituted for workshops in telecommunication and film.

**Requirements.** For the B.A. or B.S. degree, undergraduate students are required to include study in the areas of 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 Com-

munication, 3 credits

TA 271, Introduction to Theater Arts, 3 credits

One appreciation course in either music, art,

dance, or literature taken from outside the

Department of Speech, 3 credits

One performance-oriented course in music,

art, dance, theater or creative writing, 3 credits

### PREMAJOR COURSES IN

#### TELECOMMUNICATION AND FILM

TcF 241 Introduction to the Electronic Mass

Media, 3 credits

TcF 341 Introduction to Media Aesthetics, 9

credits

### REQUIRED COURSES IN THE

#### TELECOMMUNICATION AND FILM AREA

TcF 255, 256, 257 History of Motion Pictures, 9

credits

TcF 342 Elementary Radio Workshop, 4 credits

TcF 344 Elementary Television Workshop, 4

credits

TcF 347 Elementary Radio-Television Scriptwriting, 3 credits

TcF 433G Theories of Mass Communication, 3

credits

TcF 448G Radio-Television and the Public, 3

credits

TcF 449G Government Regulation of Broad-

casting in the United States, 3 credits

In addition, each major will complete at least 18

hours in elective courses from the Telecom-

munication and Film area. Of the 18 credits of

electives, no more than 6 credit hours may be

taken as TcF 406, Field Studies, or TcF 409,

Practicum.

Students in consultation with their adviser, are

required to develop a minor field of concentra-

tion (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 aesthe-

tics, criticism, and production; public affairs

and documentary; sales and marketing; jour-

nalism.



### Theater Arts

The theater arts program offers a humanistic and liberal arts education. Some specific courses are preprofessional 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 vacuum 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 in 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 1982 season.

**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 nonmajors.

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.

**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 P/N basis only or unless the P/N 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 concentration 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.

**Admission.** 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 appointment 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)  
Electronic Mass Media: Theory and Criticism (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 during the first term in the program. The purpose of the examination is to determine the student's knowledge in the telecommunication and film 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 nonthesis 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 and film 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 areas'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 re-taken 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/N 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. Frank.

**RhCm 235. Great Speeches. 3 credit hours.** Systematic study of selected speeches of British and American orators. Friedman, Leistner. Not offered 1982-83.

**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.

**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 1982-83.

### 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 hours to be arranged. Friedman, Leistner. Not offered 1982-83.

**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/N 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, procedures, and methods in directing a forensic program at the high school, college, and university levels.

**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. 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.

**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 prisoner's 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.

**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.

**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, Birdwhistell, Ruesch, and others, with emphasis on their contributions to the isolation and developments of the factors of time, space, form, material, and action. LaRusso.

**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. P/N 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. 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. 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; introduction to scholarly writing including documentation requirements, organizational patterns, style; leading research resources; 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. Relation of these works and the socio-intellectual focus of the periods; Latini, Dante, Valla, Erasmus, Vives, Ramus, Cavalcanti, others. LaRusso.

**RhCm 514. Rhetorical Theory: 1700-1900. 3 credit hours.** Studies of rhetorical and relevant nonrhetorical works; determine the reciprocal influence among rhetoric and the developing trends in psychology, aesthetics, logic, literary criticism; Descartes, Locke, Campbell, Hume, Valla, Blair, Whately, Adams, others. LaRusso. Not offered 1982-83.

**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.** Study of the problems in writing and rewriting of the results of scholarly investigations for thesis production and for publication. Friedman. Not offered 1982-83.

**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.

**TcF 241. Introduction to the Electronic Mass Media. 3 credit hours.** History, control, and influence of the electronic mass media in the United States. Interrelationships between radio, television, recorded music, cable satellite, and new electronic technologies.

**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. Seiter, Cadbury.

**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, Seiter.

**TcF 341. Introduction to Media Aesthetics. 3 credit hours.** The most important aesthetic variables that characterize television and motion pictures; area, light, color, time-motion, and sound. Systematic examination of these factors to give students a better understanding of how manipulations of the media can affect our perceptual systems. Shepherd.

**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. Sherriffs.

**TcF 401. Research.** Credit hours to be arranged.

**TcF 405. Reading and Conference.** Credit hours to be arranged.

**TcF 406. Field Studies.** Credit hours to be arranged. 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 and Film Area faculty, interested students apply for such internships as are developed through the cooperation of participating professional associations. P/N only.

**TcF 407. Seminar.** Credit hours to be arranged.

**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 and Film: 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.

**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. Kretsinger.

**TcF 448. Radio-Television and the Public. (G) 3 credit hours.** Clarifies the role of broadcasting in the United States. Analysis and discussion of freedom, responsibility, and control as these concepts relate to the broadcaster, the government, and the public. Sherriffs.

**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.

**TcF 455. Motion Picture Editing. (G) 3 credit hours.** The mechanics, techniques, and principles of editing 16mm film. Not offered 1982-83.

**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. Not offered 1982-83.

**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. Not offered 1982-83.

**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 1982-83.

**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, Minelli, 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, Seiter.

### Telecommunication and Film: Graduate Courses

**TcF 501. Research.** Credit hours to be arranged.

**TcF 503. Thesis.** Credit hours to be arranged.

**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. Electronic Mass Media: Theory and Criticism. 3 credit hours.** Review of selected approaches to particular theories and critiques of the electronic mass media that combines behavioral and cultural methods as a background for discussion and development of critical standards for media application.

**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.

### 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 1982-83.

**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. Techniques: Acting IV. 3 credit hours.** Problems in the use of voice in dramatic roles. Consent of instructor required.

**TA 352. Styles: Acting V. 3 credit hours.** Problems in the analysis and presentation of characters. Consent of instructor required.

**TA 353. Performance: Acting VI. 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). Not offered 1982-83.

**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.

**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. Prerequisite: TA 416 (G). Bonds.

**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.

**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.

**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.

**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.

**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. Celastic, papier-maché, and fiberglass as properties-fabricating materials. Furniture upholstering 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 Russian from Buchner to Artaud. Offered in alternate years. Not offered 1982-83.

**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.

**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.

## Women's Studies

**621 Prince Lucien Campbell Hall  
Telephone 686-5529**

**Miriam M. Johnson, Ph.D., Associate Professor of Sociology and Chairwoman, Women's Studies Committee  
Barbara Corrado Pope, Ph.D., Assistant Professor and Program Director**

### Participating Faculty

Joan Acker, Sociology  
Doris Allen, Music  
Jack Burgner, Art  
Marilyn Farwell, English  
Marion Goldman, Sociology  
Linda S. Greene, Law  
Mavis Mate, History  
Judith Merkle, Political Science  
Barbara Mossberg, English  
Mary Rothbart, Psychology  
Ellen Seiter, Speech  
Carol Silverman, Anthropology  
Louise Wade, History  
Virpi Zuck, German

The women's studies program is administered by a committee of faculty and student members. The program is interdisciplinary and draws from many areas of study of 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 Committee. All students must take Introduction to Women's Studies (WSt 101), and either WSt 405, 407, or 409. No more than six hours of WSt 405 or WSt 409 may be counted toward the certificate.

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.

An individually designed interdisciplinary master's degree program with a focus on women may be arranged by combining existing graduate-level courses in three departments.

### 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 for women. Required course for Women's Studies Certificate.

**WSt 199. Special Studies. 1-3 credit hours.**

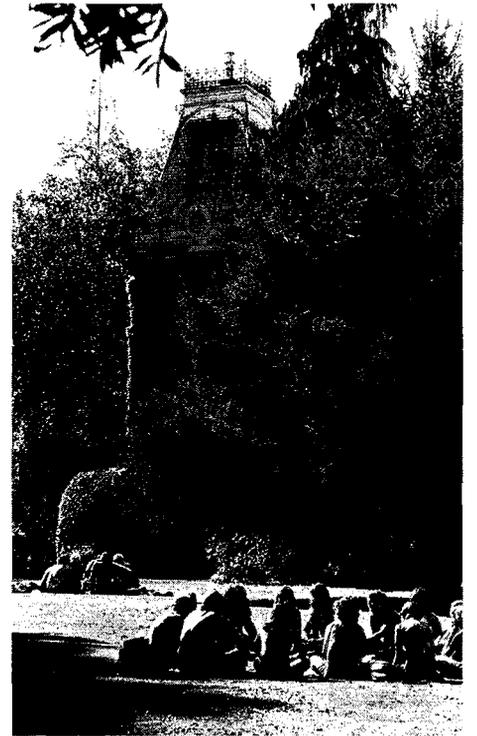
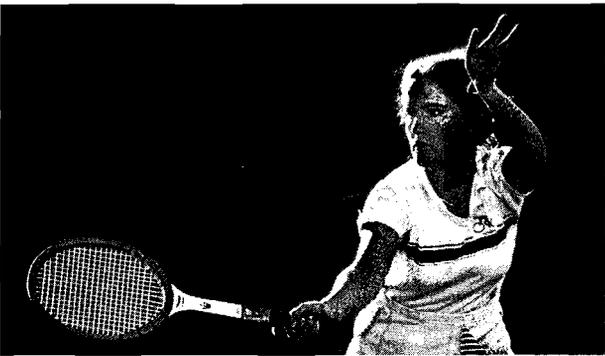
**WSt 405. Reading and Conference. (g)** Credit hours to be arranged.

**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.

For additional courses in Women's Studies that satisfy certificate requirements, please consult specific departmental course offerings such as those, for example, in anthropology, English, sociology, and others.



## **Courses and Curricula**

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### **Professional Schools and Colleges**



# School of Architecture and Allied Arts

**109 Lawrence Hall**  
**Telephone 686-3631**  
**Wilmot G. Gilland, Dean**  
**George M. Hodge, Jr., Associate Dean**

The School of Architecture and Allied Arts offers opportunities for study in the history, theory, teaching, and practice of the arts, as well as professional education in architecture, interior architecture, landscape architecture, and urban planning and public policy. Approximately 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 planning, public policy, and management, and in the graduate program in historic preservation. A unique aspect of the school is the extensive involvement of students in studio settings in the arts and in environmental design. This opportunity promotes the direct exploration of ideas and development of speculative thinking through visual means. The school also has a long tradition of expecting a high level of individual student initiative and responsibility in seeking a significant university education.

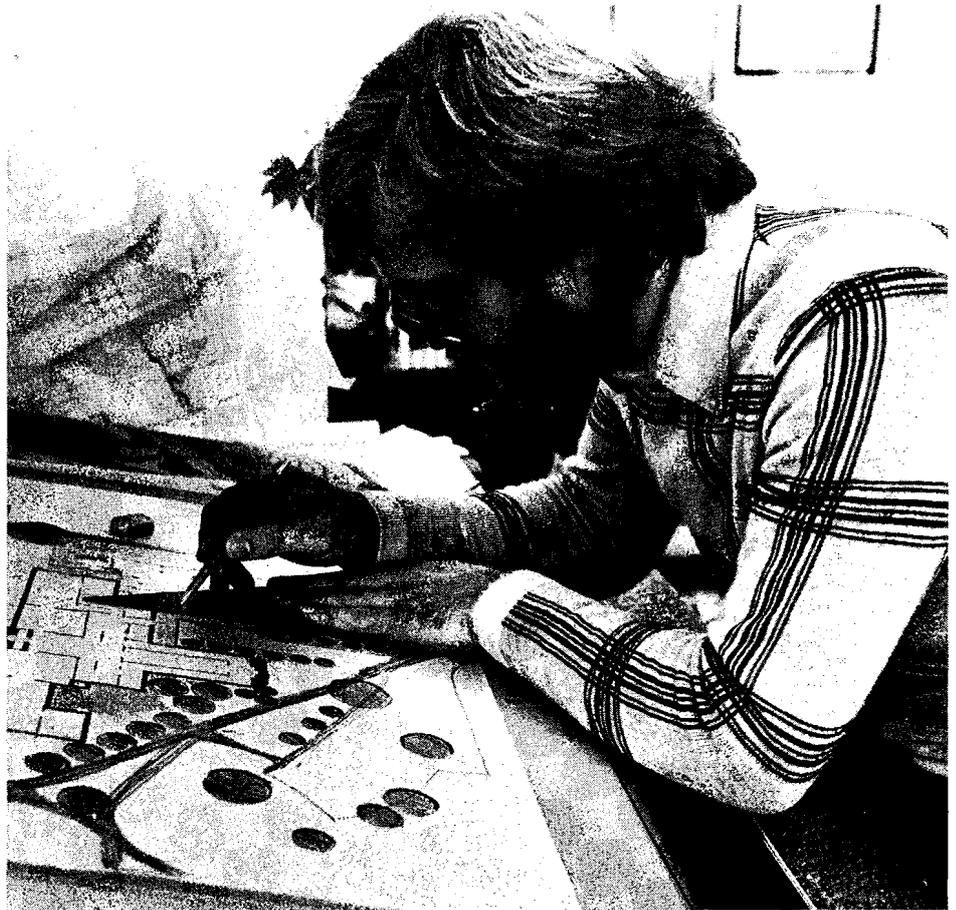
Admission, major requirements, and course offerings are described in detail in the departmental sections of this catalog. Freshmen and transfer students must meet University requirements for admission to the School of Architecture and Allied Arts. All previous work being submitted for transfer credit 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. Undeclared majors who may be interested in exploring programs in the school should also consult the dean for advice in Integrated General Studies Programs. 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.

## Research and Creative Work

The diversity of programs in the school leads to a similar wide range of scholarly activity and creative endeavor on the part of its faculty. Those teaching in the environment design and planning fields are encouraged to be active in professional practices, to engage in design competitions, and to develop theoretical studies. Faculty members in the arts participate



in invited gallery shows and exhibitions at a regional and national level, and four persons have received the Governor's Award for the Arts. Scholarly work in art history and art education has produced significant publications and enhanced human understanding in those fields. Research and creative work brings together people in different disciplines of the school and also provides linkages with scholars elsewhere in the University, and with members of the local community.

The breadth of research currently engaged by faculty members in the school is apparent from the following partial listing:

- Nomadic art traditions of the Scytho-Siberians.
- Studies in Chinese art history.
- The development of company towns in America in the late 19th and early 20th Century.
- The evolution of Maya architecture and urbanization.
- Settlement patterns on Oregon's Willamette Valley.
- Vernacular from architecture in New England.
- Studies of the development of Constructivist painting and sculpture in Europe in the 1920s.

The application of ethnographic methods in art education research.

The development and significance of community-based arts programs.

Design education programs for micro-computers for use in public schools.

Land suitability analysis and modeling.

Ecological implications of urban and regional development.

Community economic development and diversification studies.

Tourism research.

Planning and policy formation under conditions of declining resources.

Visual inquiry as a basic mode of human understanding.

Studies in visual continuity, motiongraphics, and sequential imagery in film.

Theoretical principles of spatial composition and ordering in architecture.

User-assisted design methodologies and processes.

Experiential considerations in appropriate design.

Climate-responsive and energy-conscious design principles, passive heating and cooling; solar and wind energy research.

Comprehensive building and technology studies related to design, the construction industry, and resource utilization.

**Center for Environmental Research**

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 faculty, undergraduate, and graduate students to pursue research interests and to develop grant proposals around those interests.

A publication 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.

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 as well as in the area immediately north of the millrace.

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, O'Connell, others.

**Historic Preservation**

**Participating Faculty**

- Philip H. Dole, Architecture.
- Arthur W. Hawn, Interior Architecture.
- Kenneth I. Helphand, Landscape Architecture.
- Thomas C. Hubka, Architecture.
- Donald L. Peting, Architecture.
- Leland M. Roth, Art History.
- Michael E. Shellenbarger, Architecture.

**Adjunct Faculty**

- Robertson E. Collins, Historic Preservation. B.A., 1946, Stanford; Distinguished Service Award, 1980, University of Oregon.
- Gregg A. Olson, Architecture. B.Arch., 1975, Oregon; Diploma in Conservations Studies, 1977, University of York, England.
- Judith L. Rees, Historic Preservation. B.A., 1968, Portland State University; B.L.A., 1974, M.L.A., 1975, Oregon.

**Graduate Studies**

A Master of Science degree in Historic Preservation 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**

	Credit Hours
First Year	
Courses in preservation theory, law, technology and recording	12
Courses in architectural history	9
Research	6
Electives	9
Summer Internship	6
Second Year	
Courses in architecture and architectural history	9
Electives	6
Terminal project or thesis	12
	69

**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.

**Special Courses**

In addition to the basic program courses carried under the respective departments, the following opportunities are provided to engage special studies.

- AAAP 501. Research.** Credit hours to be arranged.
- AAAP 503. Thesis.** Credit hours to be arranged.
- AAAP 505. Reading and Conference.** Credit hours to be arranged.
- AAAP 506. Special Problems.** Credit hours to be arranged.
- AAAP 507. Seminar.** Credit hours to be arranged.
- AAAP 508. Workshop.** Credit hours to be arranged.
- AAAP 509. Practicum.** Credit hours to be arranged.
- AAAP 510. Experimental Course.** Credit hours to be arranged.



# Architecture

**203 Lawrence Hall**  
**Telephone 686-3656**  
**Jerry Finrow, Department Head**

## Faculty

John L. Briscoe, B.Arch., Professor (design, structures, construction). B.Architectural Engineering, Oklahoma State, 1950; NCARB Certificate; Reg. Architect, Oregon. Member, American Institute of Architects.

G. Z. Brown, M.Arch., Assistant Professor (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 (design; office practice, working drawings and specifications). B.Arch., Washington, 1947; M.Arch., Massachusetts Institute of Technology, 1948; Reg. Architect, Oregon, Washington, California. Member, Construction Specifications Institute.

Donald B. Corner, M.Arch., Assistant Professor (design; construction systems, design methods). B.A., Dartmouth, 1970; M.Arch., California, Berkeley, 1974; Reg. Architect, Massachusetts.

Philip H. Dole, M.S., Professor (design; settlement patterns; vernacular; pioneer Oregon architecture, preservation). B.Arch., Harvard, 1949; M.S., Columbia, 1954; Reg. Architect, New York.

Robert R. Ferens, M.Arch., Professor (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., Associate Professor (design, building material 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.

Jerry V. Finrow, M.Arch., Associate Professor (design; pattern language, design process, computer application, media). B.Arch., Washington, 1964; M.Arch., California, Berkeley, 1968; Reg. Architect, Oregon. Member, American Institute of Architects.

Donald Genasci, M.A., Associate Professor (history and theory, urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex. Reg. Architect, NCARB and England (ARCGB).

Wilmot G. Gilland, M.F.A., Professor and Dean (design procedure, creative process, form-context systems). A.B., 1955, M.F.A., 1960, Princeton; Reg. Architect, California, Oregon. Member, American Institute of Architects.

Philip C. Gilmore, M.F.A., Associate Professor (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 (design; historical comparison; building materials and processes). B.A., 1964, M.Arch., 1967, Pennsylvania.

Arthur W. Hawn, M.A., Associate Professor (design; preservation; history of furniture; color; office landscape). B.A., 1961, M.A., 1964, Washington State; I.D.E.C. Membership.

Rosaria Flores Hodgdon, Dott. Arch., Associate Professor (urban design; urban architecture; cultural context in architecture). Dottore in Architettura, University of Naples, 1946; Reg. Architect, Massachusetts.

George M. Hodge, Jr., M.S., Professor and Associate Dean (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 (New England farm architecture, vernacular theory, imagery in design process, 19th Century architectural theory, literature and architecture). 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; F.I.D.E.C. membership.

William Kleinsasser, M.F.A., Professor (design methods, media, theory; historic places, place-structuring, place-development and enrichment). A.B., 1951, M.F.A., 1956, Princeton; Reg. Architect, Pennsylvania, New York, Oregon.

Earl E. Moursund, M.Arch., Professor (design; spatial composition and theory; typology). B.S., Texas, 1949; M.Arch., Cranbrook Academy of Art, 1951; Reg. Architect, Texas; on leave 1982-83.

Gary W. Moye, M.Arch., Associate Professor (design; theory; 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 (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 (design; historical analysis; renovation and preservation; urban form; graphic communication). B.Arch., Minnesota, 1966; M.Arch., Pennsylvania, 1970; Reg. Architect, Minnesota; NCARB Certificate.

Pasquale M. Piccioni, B.Arch., Associate Professor (design; light-space-structure, ecology of human activities, cultural ecology). B.Arch., Pennsylvania, 1960; Reg. Architect, Pennsylvania.

Guntis Plesums, M.Arch., Associate Professor (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 (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.

Charles W. Rusch, M.Arch., Professor (cognition, visual thinking, behavioral factors, microcomputer applications in architecture). A.B. Social Relation, Harvard, 1956; B.Arch., 1964, M.Arch., 1966, California, Berkeley.

Michael E. Shellenbarger, M.S., Associate Professor (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; on leave 1982-83.

Stephen J. Y. Tang, Ph.D., Professor (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., Associate Professor, Assistant Department Head, Admissions and Advising (design; visual language, graphic projection, light, and color in space). B.Arch., Texas, 1969; M.Ev.D., Yale, 1971. Reg. Architect, Oregon.

## Adjunct Faculty

Gene W. Brockmeyer, B.Arch., Adjunct Assistant Professor (construction communications, professional practice). B.Arch., Oregon, 1969; Reg. Architect, Oregon, 1970; NCARB Certificate. Member, American Institute of Architects.

Janice C. Coleman, B.I.Arch., Adjunct Assistant Professor. B.I.Arch., Oregon, 1974.

Alice Wood Hall, M.Arch., Adjunct Assistant Professor (design, media). B.A., Smith College, 1966; M.Arch., Oregon, 1980.

Daniel M. Herbert, B.F.A., Adjunct Associate Professor. B.S., B.F.A., Colorado, 1951; B.S., Architectural Engineering, Illinois, 1954; Reg. Architect, Oregon. Member, American Institute of Architects.

Charlton Jones, B.Arch., Adjunct Assistant Professor (architectural composition, typology and types, design, construction). B.Arch., Tulane University, 1973. Reg. Architect, Louisiana, California.

Paul Martin, A.I.A., B.Arch., Adjunct Assistant Professor (design). B.Arch., Oregon, 1968; Reg. Architect, Oregon, 1970. Member, American Institute of Architects.

John M. McGuire, Jr., Adjunct Assistant Professor (design, media for design development). B.Arch., California Polytechnic State University, 1973; Reg. Architect, California, Oregon.

Otto Poticha, B.S., Adjunct Associate Professor (design, architectural practice, community involvement in physical change). B.S., Cincinnati, 1958; NCARB Certificate; Reg. Architect, Indiana, Oregon. Member, American Institute of Architects.

David Shelman, B.Arch., Adjunct Assistant Professor (design, media). B.Arch., Oregon, 1979.

Dana de Martini Skillern, B.A., Adjunct Assistant Professor (interior architecture design). B.A., Int.Arch., Oregon, 1976.

DeNorval Unthank, Jr., B.Arch., Adjunct Associate Professor (design; architectural practice; housing; site analysis). B.Arch., Oregon, 1952; Reg. Architect, Oregon. Member, American Institute of Architects.

Glenda F. Utsey, M.Arch., Adjunct Assistant Professor (design, site specific process and skill development, settlement patterns). B.Arch., 1971, M.L.A., 1977, Oregon.

**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 be 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 in the School of Architecture and Allied Arts, which includes six departments: architecture, planning, public policy, and management, 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 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.

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 investigations.

## Undergraduate Studies

Beginning with the 1982-83 year, a new curriculum in architecture has been instituted. Undergraduate students beginning their studies in the fall of 1982 will be following the new curriculum as described in this catalog. Students who entered prior to the fall of 1982 will follow the requirements as published in the catalog of the year of their first admission to the program. Students needing more specific information should see an adviser.

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 is highly structured in the first two years then allows flexibility for establishing study sequences according to individual student interests and needs and for recognizing diverse opportunities in the profession. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as community and neighborhood planning work; governmental agencies concerned with environmental policy 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
Health Education	2
	<u>44 credit hours</u>

Group requirements are from the arts and letters, social sciences, and sciences. Majors in Architecture are required to take, as part of the group requirements, Physics 201 and 202 and Art History 201 or the equivalent. Students are encouraged to take courses that 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.

### Major Program Requirements

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 24 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

Three major curricular areas exist within the architecture 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.

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Design Area, 60 credits  
 Arch 180, 12 credits  
 Arch 280, 12 credits  
 Arch 380, 24 credits  
 Arch 480(G), 12 credits

Subject Area, 74 credits  
 Required, 21 credits\*  
 Breadth, 33 credits\*\*  
 Elective, 20 credits

Elective, 42 credits (12 credits, minimum outside AAA)

Total for major, 176 credit hours

Total University, 44 credit hours

Total for degree, 220 credit hours

\* For 1982-83, some of these courses will be Arch 410, Experimental courses; see departmental adviser for specific information.

\*\* Breadth requirement includes any three 3-credit courses in architectural history offered in the Art History Department (9 credits) and one 3-credit course from each of the eight subject area categories (24 credits).

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**Design Area.** The 60 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 six distinct sub-areas, described below.

(1) Introductory Architectural Design (Arch 180) is a required two-term (12 credit hours) design studio, which introduces beginning students to basic design methods, 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 Architectural Design (Arch 280) is a required studio course for students in the second year of the undergraduate program (2 courses of 6 credit hours each). This studio course bridges the gap between introductory design and advanced design studio classes. These studio courses offer more in-depth experience with a comprehensive range of considerations in design than Arch 180 studio courses. Added importance is placed on the integration of design issues from coordinated subject-area course work in order to establish a broad and deeper understanding of place, human activity support, construction, environmental control, and spatial ordering. Students taking Arch 280 are required to take a number of subject-area courses during the year in which Arch 280 courses are taken. For 1982-83, these courses will be taught as Arch 410 experimental courses; see the departmental adviser for more specific information. Arch 280 studios are limited in size to 16 to 18 students having between 10 and 20 credit hours of design.

(3) Architectural 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. nonurban, 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 24 and 42 credit hours of design.

On occasion, students may be asked to complete additional 380 courses before being eligible for Arch 480.

(4) Advanced Design (Arch 480[G]) is a required advanced level, two-term (12 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.

Arch 480(G) studios are limited in size to 16 students and are open only to those students with a minimum of 42 credit hours of design.

(5) Graduate Design II (Arch 506) is a required one-term (6 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.

(6) Graduate Design III (Arch 506) is similar to Arch 180 except that it is taken only by new graduate students in the Option III program.

Up to 6 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.** The subject area (74 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 three major sub-areas, (skill, content, and context of the profession). 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.

**(A) SKILLS FOR ENVIRONMENTAL DESIGN**

(1) Design Process, Methods and Research: Techniques to gather and organize information, define problems and opportunities, and achieve inclusive design-development. This area includes the study of established research methodologies.

(2) Media for Design: Study of basic media used in design-development as outlined by the media families of drawings, models, pictures, and words. Courses will range from introductory to advanced media investigation and will be coordinated with Architectural Design Studio classes.

**(B) CONTENT FOR ENVIRONMENTAL DESIGN**

The content of the field of architecture is diverse. The integration of many categories of knowledge is crucial to successful architecture. Subject area courses are organized in the following categories as a means of assisting students in understanding the general structure of the field.

(1) The History and Theory of Place-response: The understanding of and response to a specific *place*, the achievement of particularity, orientation, appropriateness, and continuity. The recording, study, and analysis of meaningful places and how they are created.

(2) The History and Theory of Human Activity Support: Accommodating the activities that are made explicit by building programs and the needs and desires of first users. Creating additional spatial opportunities to insure continued usefulness over time.

	1	2	3	4	4	5	
Skill							Design Processes, Methods, Research
Content							Media for Design
							Place-Response
							Human Activity Support
							Spatial Ordering
							Construction and Structure
Context							Environmental Control
							The Context of the Profession

(3) The History and Theory of Spatial Ordering: Exploring space and enclosure by study of historic principle and imagery to achieve the design of new places that are precise, clear, and vital.

(4) The History and Theory of Construction and Structure: Understandings and methods for selection of systems of materials and structure that make safe and secure environments. The study of the nature of materials in both physical and expressive terms. Developmental understandings from that of structural form and spatial ordering to the specific numerical calculation of elements and connections.

(5) The History and Theory of Environmental Control: Study of effects of climate on people and the need for tempered enclosure and various systems of life support in buildings. Heating, cooling, lighting, supply, waste removal, and power are studied as organizational elements that effect spatial order in buildings.

**(C) CONTEXT OF THE ARCHITECTURAL PROFESSION**

The practice of architecture exists within a broad societal context. Architecture as a profession is considered in relation to its history and meaning. Innovative frameworks for practice are studied in relation to legal and business aspects of the profession, as well as an understanding of the evolving construction industry.

**Curricular Area Credit Given to Architecture Subject Courses**

**(A) DESIGN PROCESS, METHODS, AND RESEARCH**

- \* (1) Arch 311 Design Process and Method
- \* (2) Arch 407(G) Programming
- \* (3) Arch 411 Research Methods
- (4) Arch 472(G) Structural Planning
- (5) Arch 506 Advanced Structural Planning
- (6) Arch 507 Graduate Structural Planning

**(B) MEDIA FOR DESIGN DEVELOPMENT**

- (1) Arch 232 Introduction to Design Development Media
- \* (2) Arch 333 Media for Design Development (Drawings)
- \* (3) Arch 334 Media for Design Development (Models)
- \* (4) Arch 335 Media for Design Development (Pictures and Words)
- (5) Arch 421(G) Recording Historic Buildings
- \* (6) Arch 318 Design Integration and Communication
- (7) Arch 319 Design Integration and Communication
- \* (8) Arch 410(G) Descriptive Geometry
- (9) Arch 418 Construction Communications
- (10) Arch 421(G) Analysis Through Recording of Historic Buildings
- \* (11) Arch 436(G) Advanced Design Development Media

**(C) HISTORY AND THEORY OF PLACE-RESPONSE**

- (1) Arch 407(G) Studies of Organizational Structure
- (2) Arch 407(G) Urban Seminar
- (3) Arch 407(G) Design With Climate
- \* (4) Arch 407(G) Studies in Architectural Context
- \* (5) LA 410 Introduction to Site Planning
- (6) Arch 410(G) Studies in Urban Design Theory
- (7) Arch 421(G) Analysis Through Recording of Historic Buildings
- (8) Arch 431(G), 432(G), 433(G) Settlement Patterns
- (9) Arch 435(G) Architecture As Form
- \* (10) Arch 441(G) Critical Issues in the Urban Environment

(11) Arch 451(G)  
 Experiential Considerations in Design  
 (12) Arch 454(G)  
 Ecological Implications  
 (13) Arch 507  
 The Urban Building  
 \*(14) LA 260  
 Understanding Landscapes  
 (15) Arch 521  
 Case Studies in Historic Places and Buildings  
 (16) LA 491  
 Contemporary American Landscape  
 (D) HISTORY AND THEORY OF  
 HUMAN ACTIVITY SUPPORT  
 (1) Arch 407  
 Multi-Family Housing  
 (2) Arch 407(G)  
 Studies of Organizational Structure  
 (3) Arch 407(G)  
 Studies in Architectural Context  
 (4) Arch 431(G), 432(G), 433(G)  
 Settlement Patterns  
 \*(5) Arch 451(G)  
 Experiential Considerations in Design  
 \*(6) Arch 457(G)  
 Social and Behavioral Factors in Design  
 (7) IArc 337  
 Color Theory and Applications for the Built Environment  
 (E) HISTORY AND THEORY OF  
 SPATIAL ORDERING  
 (1) Arch 372, 373  
 Structure Systems  
 (2) Arch 407  
 19th Century Architectural Precedents  
 (3) Arch 407(G)  
 Studies of Organizational Structure  
 (4) Arch 407(G)  
 Studies in Architectural Context  
 \*(5) Arch 410(G)  
 Types and Typology  
 (6) Arch 410(G)  
 Studies in Urban Design Theory  
 \*(7) Arch 416(G)  
 Spatial Composition and Dynamics  
 (8) Arch 421(G)  
 Analysis Through Recording of Historic Buildings  
 \*(9) Arch 435(G)  
 Architecture As Form  
 (10) Arch 451(G)  
 Experiential Considerations in Design  
 (11) Arch 507  
 Architectural Theory  
 (F) HISTORY AND THEORY OF  
 CONSTRUCTION AND STRUCTURE  
 \*(1) Arch 265  
 Fundamentals of Structural Systems  
 \*(2) Arch 327  
 Materials and Construction Processes I  
 \*(3) Arch 328  
 Materials and Construction Processes II  
 \*(4) Arch 356, 366, 367  
 Introduction to and Theory of Structures  
 (5) Arch 372, 373  
 Structure Systems  
 (6) Arch 407  
 Seismic Seminar  
 (7) Arch 417  
 Construction Communications  
 \*(8) Arch 418  
 Construction Communications  
 (9) Arch 419  
 Construction Communications  
 (10) Arch 465(G), 466(G), 467(G)  
 Theory of Structures

(11) IArc 330, 331  
 Materials of Interior Design  
 (12) Arch 472(G)  
 Structural Planning  
 (13) Arch 506  
 Advanced Structural Planning  
 (14) Arch 507  
 Graduate Structural Planning  
 (15) Arch 521  
 Case Studies in Historic Places and Buildings  
 (16) Arch 532  
 Preservation and Restoration Technology  
 (17) Arch 565, 566, 567  
 Theory of Structures  
 (G) HISTORY AND THEORY OF  
 ENVIRONMENTAL CONTROL  
 \*(1) Arch 321, 322, 323  
 Environmental Control Systems  
 (2) Arch 407(G)  
 Solar Energy  
 (3) Arch 410  
 ECS Seminar  
 (4) Arch 454(G)  
 Ecological Implications  
 (5) Arch 507  
 Daylighting  
 (6) Arch 507  
 Passive Cooling  
 (H) CONTEXT OF THE  
 ARCHITECTURAL PROFESSION  
 (1) Arch 409  
 Practicum  
 (2) Arch 419  
 Specifications  
 \*(3) Arch 429  
 Architectural Practice  
 \*(4) Arch 410(G)  
 Context of the Architecture Profession  
 (5) LA 225  
 Introduction to Landscape Architecture  
 (6) IArc 224  
 Survey of Interior Architecture  
 (7) PPM 350  
 Introduction to Urban Planning  
 (8) PPM 555  
 Housing and Urban Renewal

Note 1: \* Asterisks indicate courses that satisfy the department's breadth requirements.

Note 2: The information in this list may change from year to year.

**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 that are relevant to and supportive of environmental design studies. Architecture majors are required to take at least 12 credit hours of electives outside of the School of Architecture and Allied Arts.

**Special Courses.** In addition to courses in the three major curricular areas, the following special courses may be approved by the Department of Architecture faculty as satisfying subject, or elective areas of study: Research (Arch 401, 501), Thesis (Arch 403, 503), Reading and Conference (Arch 405, 505), Special Problems (Arch 406, 506), Seminar (Arch 407, 507), Workshop (Arch 408), Practicum (Arch 409), Experimental Course (Arch 410). Such courses are usually not available for design credit.

Majors may take any graded courses 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, Option II and III) 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.

Freshman applicants must have grades and scores that meet at least four of the following five indices; High School GPA-3.00; TSWE-38; SAT-Verbal-400; SAT-Math-450; SAT-Total-950.

The University deadline for undergraduate applications to the architecture program is January 15 (see the section on admission to professional schools, page 13). The deadline for completion of the departmental application is February 15. 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 (a little over 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. Students in these programs have access to the whole of the basic five year professional program in the department. The Option II program normally takes six or seven terms and is for those students who have a four-year nonprofessional degree in Architecture or Environmental Design. The Option III program is completed in ten terms, and applicants must have a Bachelor or Arts or Bachelor of Science degree upon entering. Fifteen new students are admitted to each of the Option II and III programs each year.

### 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. It offers the study of architectural subjects of significance related to faculty expertise in:  
 Historic Preservation  
 History and Theory of Architecture and Urban Design  
 Construction and Building Technology  
 Environmental Control Systems

### Structural Planning and Seismic Consideration Solar Energy

An Option I student is expected to develop a personal program within an area of interest and within the faculty expertise listed above. 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, seminars, and personal consultation with a faculty adviser.

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 work in nonthesis, formal courses.

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 required hours of credit in design (60 hours), subject (74 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 from an NAAB accredited school of architecture.

Option II and III students may substitute (at the adviser's discretion) other appropriate course work (such as Basic Design, Environmental Design, etc.) for up to 6 of the required 60 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, which may include independent reading, independent technical study, instructor-directed research; (c) a design or research departmental terminal project (copy to be bound for the AAA library); (d) a minimum of 24 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 over-enrollment, 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

### Design Area

Up to 6 hours of landscape architecture or interior architecture design studio may be used to satisfy the 60-hour design requirement. (LA 289, 389, 489, 589; IArc 388, 425, 426)

**Arch 180. Introduction to Architectural Design. 6 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 P/N course. Majors only.

**Arch 280. Intermediate Architectural Design. 6 credit hours any term.** Studio projects of appropriate size and content for second-year students; integration of issues of context, activity support, materials' construction and structure; tempered, controlled environment and enrichment. Continued development of skills in media, research, and design process, and greater craftsmanship is expected. Schematic concept formation and subsequent development beyond diagrammatic understandings. Prerequisite: Arch 180. May be repeated for credit. A P/N course. Majors only.

**Arch 380. Architectural Design. 6 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 280. May be repeated for credit. A P/N course. Majors only.

**Arch 480. Advanced Architectural Design. (G) 6 credit hours.** Two terms of advanced level design studio allowing indepth 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: 42 credit hours of Architectural Design (Arch 180, Arch 280, and 380). May be repeated for credit. A P/N course. Majors only.

**Arch 506. Graduate Design. 6 credit hours.** Graduate-level design projects requiring comprehensive and integrative study. May be repeated for credit. A P/N course. Majors only.

## Subject Area Courses

**Arch 232. Introduction to Design Development Media. 3 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.

**Arch 265. Fundamentals of Structure Systems. 3 credit hours.** Basic structural systems: post and lintel, rigid frame, braced frame, bearing wall systems; their influence on spatial organization. A non-mathematical approach using historical and contemporary examples. Structural elements, materials, and forms. For majors only, without prior courses in structures; prior courses in architectural media recommended.

**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: Two terms of Arch 180. P/N.

**Arch 318. Design Integration and Communication. 5 credit hours.** Study of an existing building of architectural significance; study of the building's architect and affiliated school of building; production of a set of working drawings describing the building comprehensively and in complete detail. No-grade course. Prerequisite: 20 credit hours in design.

**Arch 319. Design Integration and Communication Lecture. 2 credit hours.** Examination and study of the works of a recognized architect, relating them to his common themes and recurring areas of concern. Demonstrates growth of ideas, and scope, depth, and variety of issues of the entire field. Works compared to those of other architects, previous and contemporary. Offered concurrently with Arch 318. 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 on human behavior, the mechanical equipment by which they are manipulated, and their influence on the environmental design process and product. Lectures and calculation problems. A working knowledge of algebra, trigonometry, and basic physics is necessary. Open to nonmajors. Not offered 1982-83.

**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 1982-83.

**Please 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 327, 328. Materials and Processes of Construction. 3 credit hours each term.** Introduction to the nature of materials and building processes. Arch 327 covers framed structures, wood, and metals. Arch 328 covers masonry and concrete. Examines influence of construction on design decisions; study of historic and contemporary examples; examines properties of materials. Prerequisites: Arch 180, one term, may be concurrent; Arch 265 or Arch 365.

**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 appropriate organizational structure, (5) testing of design proposals. Prerequisite: Arch 232. May be repeated for credit.

**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: Physics 201, 202.

**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.

**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; non-mathematical; 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 407. Seminar (G) Credit hours to be arranged.**

A variety of seminars are offered by the Department of Architecture each year. Recent topics have included: Seismic Studies  
Studies in Architectural Context  
Preservation Technology  
Architectural Programming  
Design with Climate  
Solar Energy  
Studies in Organizational Structure  
Architectural Publication  
Multiple and Family Housing

**Arch 408. Workshop. (G) Credit hours to be arranged.**

**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). P/N.

**Arch 409. Practicum. (G) Credit hours to be arranged.****Arch 410. Experimental Course. (G) Credit hours to be arranged.**

**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: 12 credits of Arch 380.

**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 327, 328) prior to taking this series.

**Arch 421. Analysis Through Recording of Historic Buildings. (G) 4 credit hours.**

Field surveys and laboratory techniques including field notes, measurements, photography, photogrammetry, written descriptions, and development of finished drawings. Analytical studies of historic drawings, photography, and descriptions as to their original purposes and appropriate interpretations in contemporary historic restoration. Work in field and laboratory. Prerequisite: courses in media, structure, design. Graduate of advanced standing. Open to Historic Preservation majors. Offered alternate years.

**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. P/N.

**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 Arch Media course work.

**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 architecture and urban design theory; planning and politics; history and literature. Open to nonmajors.

**Arch 451. Experiential Considerations in Design. (G) 3 credit hours.**

Areas of considerations and actions that underlie the appropriate structuring and development of built-places for human use and habitation.

**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.

**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 programs, design, and evaluation processes. Prerequisite: Arch 180 and Arch 221, 222, or 223.

**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 507. Seminar. Credit hours to be arranged.**

Recent seminar topics have included: Graduate Structural Planning  
Architectural Theory  
Studies in Preservation Technology  
Daylighting in Architecture  
Passive Cooling  
The Urban Building

**Arch 521. Case Studies in Historic Places and Buildings. (G) 1-3 credit hours any term.**

Projects, aspects of buildings, and larger groups of buildings; adaptation, preservation, and restoration of historic structures. Prerequisites: graduate or advanced standing. Open to Historic Preservation majors.

**Arch 532. Preservation and Restoration Technology. 3 credit hours.**

The materials, structural systems, buildings and their elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair. Relationships of modern problems in function and in available technology to a restoration problem. Nineteenth and early 20th centuries emphasized. Lectures, visiting specialists, and student-related research projects and interpretive problems. Prerequisites: courses in structure, construction, architectural history, and design. Graduate or advanced standing. Open to Historic Preservation majors.

**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.

**Courses Available Outside Department For Architecture Subject-Area Credit****Interior Architecture**

IArc 224. Survey of Interior Design  
IArc 330, 331. Materials of Interior Design  
IArc 337. Color Theory and Applications for the Built Environment  
IArc 424. Furniture and Accessories

**Landscape Architecture**

LA 225. Introduction to Landscape Architecture  
LA 260. Understanding Landscapes  
LA 410. Introduction to Site Planning  
LA 491. Contemporary American Landscape

**Urban and Regional Planning**

PPPM 350. Introduction to Urban Planning  
PPPM 555. Housing and Urban Renewal  
The Department of Planning, Public Policy, and Management offers a variety of short courses each term on a number of subjects. Consult an adviser about available classes.

**Art History**

Any course in Architectural History is eligible for breadth-required credit. Architectural History courses beyond the (9) credit requirement may count as elective credit.

**Please note:** For details, see course descriptions under departmental headings for all of the above courses.

**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 design or subject areas. Faculty approval required. P/N.

**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. P/N.

**Arch 503. Thesis.** Credit hours to be arranged. Open only to master's degree candidates. Department approval required. P/N.

**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.



# Interior Architecture

**477E Lawrence Hall**  
**Telephone 686-3638**  
**Lyman Johnson, Program Director**

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.

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. Freshman applicants must have grades and scores which meet at least four of the following five indices: High School GPA - 3.00; TSWE - 38; SAT-Verbal - 400; SAT-Math - 400; SAT-Total - 900.

Beginning with the 1982-83 academic year, some curricular changes have been instituted. Undergraduate students initiating their studies in the fall of 1982 will follow the changes as described in this catalog. Students who entered the program prior to 1982 will follow the requirements as published in the catalog of the

year of their admission to the program. Students needing more specific information should see a program adviser.

### Degree Requirements

Candidates for the Bachelor of Interior Architecture degree must satisfy the following requirements, totaling 220 credit hours:

**General University Requirements.** Forty-four 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) health education, 2 credit hours.

**Major Program Requirements.** One hundred seventy-five credit hours, distributed as follows:

Design Area  
 Arch 180, 12 credits  
 IArc 388, 36 credits  
 IArc 425, 6 credits  
 IArc 488, 12 credits  
 Total, 66 credit hours

Subject Area\*  
 Group I, 42 credits  
 Group II, 9 credits  
 Group III, 27 credits  
 Total, 78 credit hours

Elective Area  
 32 credit hours

\***Please note:** For 1982-83, some of these credits will be offered as Arch 410 experimental courses. See program adviser for specific information.

**Specific Program Requirements.** The program requires that students engage in all three of the following areas.

**Design Area.** Sixty-six credit hours, including two terms Architectural Design (Arch 180); six 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 78 credit hours. This area is divided into the following three groups.

Group I: Forty-two credit hours which are required by the program including: Survey of Interior Design (IArc 224); Skills and Content of Design (Arch 410); Experiential Considerations in Design (Arch 451). 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). Plus 12 credits from the Arch 410 courses designated to be taken in the second year of the major.

Group II: Nine credit hours selected from the art history program.

Group III: A minimum of 27 credit hours selected from the following:

Color Theory and Application for the Built Environment\* (IArc 337); Specification Documents (IArc 449); Working Drawings, Interiors (IArc 463); Office Practice (IArc 530).

Architecture; Media for Design Development (Arch 232, 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); Fundamentals of Structure Systems (Arch 265); 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.

Planning, Public Policy, and Management: Survey of Regional and Urban Planning (PPPM 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 that 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 design and subject work (132 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) Option V students may substitute work in other appropriate courses for up to 6 of the required 54 hours of design credit.

(2) Option V students may substitute work in other appropriate courses for up to 15 of the required 78 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 in Interior Architecture**

### **Design Area**

**Arch 180. Architectural Design. 6 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. Majors only. P/N.

**IArc 288. Creative Problems in Interior Design. 6 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 1982-83.

**IArc 388. Interior Design. 6 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 fieldtrips. Prerequisite: Arch 180, Arch 410. Majors only. P/N.

**IArc 425, 426. Custom Cabinet and Furniture Design. (G) 6 credit hours each term.** Projects involving the design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prerequisite: IArc 424, and 18 credit hours in IArc 388 or Arch 380. Open to nonmajors with consent of instructor. P/N.

**IArc 488. Interior Design Terminal Project. 6 credit hours.** Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Two terms required. Prerequisite: 30 credit hours in IArc 388. Majors only. P/N.

**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. Majors only. P/N.

### **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. 3 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.

**Arch 265. Fundamentals of Structure Systems. 3 credit hours.** Introduction to elemental framed structural systems and their influence on design decisions. Nonmathematical approach; explores relationships among building form, spatial configurations, and structural framework through historical and contemporary examples.

**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: two terms of Arch 180. P/N.

**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 on 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 1982-83.

**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 1982-83.

**Please 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.

**IArc 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: 12 credit hours of Arch 180 or consent of the 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: Physics 201, 202.

**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. Prerequisite: Arch 365.

**Arch 367. Theory of Structures II. 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. Prerequisite: Arch 366.

### **Arch 410. Skills and Content of Design.**

**Arch 411. Research Methods. (G) 3 credit hours.** Introduction to research methodology, with special emphasis on problems in environment research. P/N.

**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 architecture and urban design theory; planning and politics; history and literature. Open to nonmajors.

**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.

**Arch 451. Experiential Considerations in Design. (G) 3 credit hours.** Areas of consideration and actions that underlie the appropriate structuring and development of built-places for human use and habitation.

**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.

**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. P/N.

**IArc 503. Thesis.** Credit hours to be arranged. Open only to master's candidates. Departmental approval required. P/N.

**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.

# Landscape Architecture

216 Lawrence Hall  
Telephone 686-3634

**Kenneth I. Helphand, Department Head**

## Faculty

Ann Bettman, M.L.A., Adjunct Assistant Professor (plants). B.A., Boston, 1967; B.L.A., 1978, M.L.A., 1979, Oregon.

Eugene Bressler, M.L.A., Associate Professor (site analysis, land-use planning, computer graphics). B.L.A., Syracuse, 1968; M.L.A., Harvard, 1970.

Ron Cameron, B.L.A., Adjunct Assistant Professor (site development). B.A., Stanford, 1963; B.L.A., Oregon, 1967; Reg. Landscape Architect, Oregon.

Jerome Diethelm, M.L.A., Professor (land-planning research, site planning and design). B.Arch., Washington, 1962; M.L.A., Harvard, 1964; Reg. Architect, Oregon; Reg. Landscape Architect, Oregon.

Kenneth I. Helphand, M.L.A., Associate Professor (landscape history and perception). B.A., Brandeis, 1968; M.L.A., Harvard, 1972.

Ronald J. Lovinger, M.L.A., Professor (planting design theory, landscape transformation). B.F.A., Illinois, 1961; M.L.A., Pennsylvania, 1963.

Joseph D. Meyers, M.S., Associate Professor (geo-environmental analysis). B.S., 1949, M.S., 1952, Oregon; Reg. Professional Geologist, Arizona, Idaho, Oregon; Reg. Engineering Geologist, Oregon.

Zara Pinfold, M.L.A., Assistant Professor (design, social science applications in design). Dip. L.A., Gloucestershire College of Art and Design, 1976; M.L.A., Illinois, 1979.

Glenda Fravel Utsey, M.L.A., Adjunct Assistant Professor (design, site specific process and skill development, settlement patterns). B.Arch., 1971, M.L.A., 1977, Oregon.

## Graduate Teaching Fellows

Chava Beinlin, B.F.A., Oregon, 1980.

Thomas Forster, B.A., Reed, 1977.

Sara Geddes, B.S., Oregon, 1972.

Daphna Greenstein, B.A., Bezalet, 1976.

Noel Prchal, B.S., Montana State, 1971.

Salo Rawet, B.Sc., Technion, 1980.

Kent Sundberg, B.A., Chicago, 1973.

Marilyn Tumarkin, B.F.A., Wisconsin, 1971.

Paul L. White, B.S., Oregon, 1978.

## Undergraduate Studies

Landscape architecture is an environmental design profession and discipline of broad scope concerned with the design, planning, and management of landscapes. Landscape architecture is founded on an awareness of our deep connections to the natural world and the recognition that humans are part of the web of life. The design and planning of a healthy society rests on a commitment towards the creation of a landscape that respects the land, its processes and integrity, aids in the fulfillment of human potential, and aspires to art.

Landscape architecture is both a science and an art. It is based on a scientific knowledge of natural processes coupled with an awareness of historical, cultural, and social dynamics. Landscape architects are concerned with the transformation of these understandings into the physical form, into landscape design at all scales.

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.

As a profession, landscape architecture, includes ecologically based planning activities and the analysis of environmental impact as well as the detailed development of land and sites of all sizes and uses. As an academic discipline, it provides a unique opportunity for personal development through environmental problem- and project-oriented study.

The programs in landscape architecture emphasize the making of richly supportive physical places, beautiful in their 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 interrelated 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, literature, and theory 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, film, 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 1 and to the department by March 1. 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.** Eighty-two 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 option); 5th year: 3 studios (1-LA 589, 1-LA 506, comp. project, 1 option).

Architectural Design (Arch 380), Practicum (LA 409), and Summer Design Workshop (LA 408) are possible options, as are the LA studios.

**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 Site Planning (LA 410); Introduction to Landscape Planning Analysis (LA 440). Optional courses include Irrigation Workshop (LA 408); Site Development II (LA 459[G]); Site Construction II (LA 460[G]); Construction Communication (LA 461[G]); Landscape Planning Analysis (LA 511-513); Land Planning Computer Applications (LA 515); Introduction to Structures (Arch 365), (plus architecture structures 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 431[G]). Optional courses include The Garden (LA 432[G]); Systematic Botany (Bi 438[G]).

(3) History, Theory and Literature of Landscape Architecture, 9 credit hours minimum. Understanding Landscapes (LA 260); History of Landscape Architecture (ArH 478, 479); Landscape Perception (LA 490[G]); The Contemporary American Landscape (LA 491[G]); Design/Behavior Interaction (LA 510); Land and Landscape (LA 543).

(4) Interconnection courses, 8 credit hours: Introduction to Landscape Architecture (LA 225). Optional courses include (choose any two): Experiential Considerations in Design (Arch 451[G]); 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 436[G]); Drawing Workshop (LA 408).

(6) Planning courses, 9 credit hours (PPPM 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); Special Problems (LA 406); Studies in Aerial Photographic Interpretation (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 that contribute to the development of harmonious man-land relationships in the region, and pedagogical preparation for teaching at the university level. Student programs are individually designed. 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. The deadline is February 1.

Graduate Credit Courses: Graduate Project (LA 509); Landscape Planning Analysis (LA 511, 512, 513); Graduate Seminar (LA 507); Landscape Perception (LA 490[G]); The Contemporary American Landscape (LA 491[G]); Land Planning Computer Applications (LA 515); Land and Landscape (LA 543); Planting Design Theory (LA 431[G]); The Garden (LA 432[G]); Site Development II (LA 459[G]); Site Construction II (LA 460[G]); Construction Communication (LA 461[G]); Design/Behavior Interaction (LA 510); 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 nonmajors. 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 of human intervention.

**LA 230. Introduction to Landscape Field Studies. 3 credit hours.** Introduction to field evaluation of 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 understanding 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. Offered infrequently.

**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. Not offered 1982-83. LA 410: Introduction to Site Planning may be used as substitute course.

**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.** 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.

**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 406. 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. Recent topics include: Irrigation, Plant Maintenance, Drawing.

**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. Introduction to Site Planning. 3 credit hours.** Introduction to evolving ideas, crafts, and technologies associated with studying, designing, and creating places on the land; understanding project context, tools for reading and interpreting site conditions, designing and constructing landscapes, and site plan evaluation.

**LA 410. Landscape Films. 3 credit hours.** A regular film series (features and shorts) examining our perception of landscape through the film medium.

**LA 440. Introduction to Landscape Planning Analysis. 3 credit hours.** Introduction to principles and practice of designing land- and watersheds 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.** 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.

**LA 510. Design and Behavior Interaction. 3 credit hours.** Introduces social science theory and techniques for understanding how people interact with place and means of interpreting findings for environmental design.

**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 alternate years.

#### 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. Offered infrequently.

**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. Offered infrequently.

**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. Offered alternate years.

**LA 491. Contemporary American Landscape. (G) 3 credit hours.** The evolution of the contemporary American landscape as an expression of American culture. Offered alternate years.

#### 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. Recent topics include: Criticism, Readings in Modern Landscape History; Landscape and the Contemporary Visual Arts; Design Process.

**LA 508. Graduate Workshop.** Credit hours to be arranged. Recent topics include: The Emerald Waterways System; Portland Downtown East and Portland METRO.

**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.** 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.

# Planning, Public Policy, and Management

**Hendricks Hall**  
**Telephone 686-3807**

**Dean Runyan, Department Head**

## Faculty

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.

Bryan T. Downes, Ph.D., Professor of Public Affairs (community politics, policy-making and management, policy analysis and evaluation, change politics, community problem-solving), B.S., 1962, M.S., 1963, Oregon; Ph.D., Washington University, St. Louis, Missouri, 1966.

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.

Michael Hibbard, Ph.D., Assistant Professor of Urban Planning (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 of Public Affairs (policy analysis, natural resource policy development), B.A., Brown, 1965; Ph.D., Massachusetts Institute of Technology, 1976.

Carol Johansen, M.S., Coordinator, Field Internship Program; Instructor of Public Affairs (field instruction, career planning, public personnel, and affirmative action), B.S., 1975, M.S., 1979, Oregon.

L. R. Jones, Ph.D., Assistant Professor of Public Affairs (public financial management and budgeting, cutback management and policy termination, public regulatory decision-making, organization theory, m post-secondary education policy and planning), B.A., Stanford, 1967; M.A.P.A., 1971, Ph.D., 1977, California, Berkeley.

Mark E. Lindberg, Ph.D., Assistant Professor of Public Affairs (community development, community organizing, community economic development, citizen participation), B.A., 1967, M.A., 1969, Ph.D., 1974, Cincinnati.

David C. Povey, Ph.D., Associate Professor of Urban Planning (regional planning, politics and planning, community research), B.S., Lewis and Clark, 1963; M.R.P., 1969, Ph.D., 1972, Cornell.

Dean Runyan, Ph.D., Associate Professor of Urban Planning (planning analysis, community research, tourism), B.S., California, Los Angeles, 1966; M.S., 1967, Ph.D., 1973, Michigan.

Edward Weeks, Ph.D., Assistant Professor of Public Affairs (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 department regularly employs practitioners to teach specialized courses in planning, public policy, and management. The following persons have adjunct teaching responsibilities in the department.

Sandra L. Arp, J.D., Legal Associate, Bureau of Government Research and Service (public law); B.A., 1972; J.D., 1976, Oregon.

Linda Dallman, M.P.A., (Housing and Public Presentations,) Southern California; Washington, D.C., Public Affairs Center, 1981; M.C.P., Georgia Institute of Technology, 1981; B.S., Minnesota, 1968, housing and journalism.

Donald N. Johnson, B.A., Associate Director, Bureau of Government Research and Service (regional planning and governmental systems, state and local government and economic development); B.A., Reed, 1946.

Robert E. Keith, M.Arch., Planning Consultant, Bureau of Government Research and Service (urban and regional planning); B.S., 1944, Kansas State; M.Arch., 1950, Oregon.

James M. Mattis, J.D., Legal Consultant, Bureau of Government Research and Service (public law); B.A., Central Washington State, J.D., 1967, Washington.

Terrance R. Moore, M.U.P.-M.S.P.A., (cost-benefit analysis) Political Economy, Oregon, 1977; B.S., Environmental Engineering, Stanford, 1971.

Ernest Niemi, M.U.P., (economic diversification), Harvard, 1978; B.S., Oregon, 1970.

Betty Niven, B.A., (housing policy formulation and implementation), Chicago, 1939, Special Student, City and Regional Planning, California, Berkeley, 1964-65.

Karen Seidel, B.A., Senior Research Associate, Bureau of Government Research and Service (data systems); B.A., 1957, Knox College.

Fred Schultz, M.S., (urban history), B.S., 1969, M.S., 1969, Wisconsin, Milwaukee.

Kenneth C. Tollenaar, M.A., Director, Bureau of Government Research and Service, with rank of Professor (state and local government administration, inter-governmental relations); B.A., Reed, 1950; M.A., Minnesota, 1943.

A. Mark Westling, B.S., Planning and Public Works Consultant with rank of Professor (planning and public works), B.S., 1943, Washington.

## Graduate Teaching Fellows

Susan Anderson, B.A., California, 1980.

Mark R. Barnes, B.A., California, 1979.

Allen Brown, B.A., Cornell, 1980.

Diane Dimick, B.S., Wyoming, 1981.

Susan Hopkins, B.S., Western Washington, 1979.

Cynthia Pappas, B.A., California, 1980.

Duane Lucas-Roberts, B.A., Clark College, 1974.

Michael Northrup, B.A., Oregon, 1971.

Susannah Malarkey, B.S., Oregon, 1978.

Steven Miner, B.A., California, 1977.

Norine Quinones, B.A., Washington, D.C., 1977.

Ted Taylor, B.A., Erham College, 1979.

Janet Tharp, B.A., Texas, 1979.

Cherly Twete, B.A., Morehead State, 1980.

John Wesley, B.A., Oklahoma State, 1980.

Marci Melvin, B.M.S.U., Florida State, 1975.

Wayne Embree, B.A., Oregon College of Education, 1975.

John Levy, B.S.F.S., George Washington, 1980.

Gwen Urey, B.A., Bryn Mawr, 1979.

## Special Note on the Department

In July 1982, the public affairs faculty from the Wallace School of Community Service and Public Affairs joined with the faculty of urban and regional planning to form the new Department of Planning, Public Policy, and management (PPPM) within the School of Architecture and Allied Arts. The merger of these previously separate but complementary activities strengthens the research, instruction, and professional training opportunities for students in both programs. (Students enrolled as CSPA majors as of fall 1982 with concentrations in public management, policy-development-evaluation, or community development, are advised by PPPM faculty members and will complete their requirements in part through courses now offered in PPPM.)

The new department offers graduate-level course work and field experience in three

areas: Urban and Regional Planning, Public Policy Analysis, and Public Management. The primary goal of the new department is to prepare graduate students for entry and mid-level careers in these fields or areas. The skills developed are intended to be applied in the private, public, or not-for-profit sectors. Applied research and field-related problem-solving are integral components in each of the three areas of concentration.

Master's degrees in either urban and regional planning or public affairs are the options currently available to qualified graduate students. A master's degree in environmental management is under development. Undergraduate courses in planning, public policy, and public management offer an opportunity for nonmajors to develop an understanding of issues and career opportunities in these fields. The department offers a graduate and undergraduate curriculum that is available to students from other disciplines and allied professionals as a complement to their major fields of study.

The Bureau of Governmental Research and Service, described on page 160, is closely affiliated with the department. The bureau's extensive library holdings are a valuable resource for the program, and PPPM students have the opportunity to work on bureau research and technical assistance projects. Several bureau staff members also serve as adjunct faculty and teach courses in the department's two degree programs.

## Graduate Studies

The master's degree in urban and regional planning and master's in public affairs degree programs require two years for completion. The urban and regional planning degree is recognized and approved by the American Planning Association. The department is in the process of securing approval of the public affairs degree from the National Association of Schools of Public Affairs and Administration.

The fields of planning, public policy, and management are concerned with the rational guidance of future change at the community, regional, state, and national levels. Professionals employed as planners and policy analysts analyze, prepare recommendations, and implement policies and programs relating to public facilities and services, land-use planning, development incentives and controls, and assume responsibility for a range of activities relating to housing, energy, environmental management, and other needs.

It is intended that PPPM graduates have a basic understanding of the economic, social, political, fiscal, physical, and environmental characteristics of a community, and be able to identify these and other variables as they interact to encourage and facilitate institutional and social adaptation to challenges posed by a changing environment. Planning, public policy, and management are multidisciplinary and eclectic fields attractive to students with varying career expectations. Thus the program provides curricular flexibility to stimulate the development of knowledge, skills, and values requisite for entry into a number of professional occupations.

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 toward the master's degree in urban planning 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 program.

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 program. Petitions for such transfers must be submitted during the first term of the program.

**Application Procedures and Admission Requirements for the Master's Degree in Urban and Regional Planning.** Each year between 80 and 150 students apply for approximately 25 openings in the first-year class. The selection process is a difficult one because many more than 25 of the applicants are well-qualified to pursue graduate work in planning. The graduate program at Oregon is an individually tailored experience. Great importance is placed on the student's preference for and ability to undertake self-directed educational activity. Because there are over fifty recognized graduate programs in planning in the United States, the admissions committee has placed increasing emphasis on the selection of candidates who present clear and specific statements of the reasons for choosing to pursue their graduate work in planning at the University of Oregon.

The materials required for application to the University of Oregon Urban and Regional Planning Program include:

- (1) A typewritten statement prepared by the applicant stating why admission to the planning program at the University is sought, and what the applicant's expectations are from that field.
- (2) At least two letters of recommendation from people familiar with the applicant's abilities to pursue graduate-level studies in the field of planning.
- (3) A copy of undergraduate transcripts, including evidence of completion of an undergraduate degree from a recognized college or university.
- (4) Submission of graduate record examination (GRE) scores is optional. If the scores are submitted, they are considered in conjunction with the other application materials.

Minority and economically disadvantaged students are encouraged to apply and to notify the department of financial and other needs they may have.

Because the program can accommodate only twenty-five new students annually, applicants are encouraged to apply early in the year. Applications are accepted beginning September 15 for admission the following fall term, and are reviewed beginning February 15. Applicants are notified of admissions decisions by the first week in April. Students will be admitted for the fall term only. For additional information, please call or write the admission secretary of the department.

These challenges include such concepts as: controlling and guiding growth rather than merely accommodating it; consideration of land as a limited natural resource rather than a mere market place commodity; increasing opportunities for citizen participation and active debate in the consideration of alternative community futures and the implications associated with these; emphasis on planning for the total environment including the relationship of population to the land and other natural resources, the relationship of economic vitality to resource allocation and depletion, and the impacts of technology on urban and rural settlement patterns; development of policies and procedures to guide future change which must include sensitivity to the social, political, and human elements of the population.

These challenges occur within the geographic boundaries of urban concentrations of central cities and rural areas and across broader regions.

A basic component of the program is to encourage first-hand involvement of the student in community activities in order to complement the academic experience. Opportunities for this involvement come through special workshops, class assignments, internships, and research.

#### **Requirements for the Planning Degree.**

Applicants must have received a baccalaureate degree or its equivalent from an accredited school. The program makes no restrictions on undergraduate background.

A total of 72 credit hours beyond the baccalaureate is required for the Master of Urban Planning; 36 hours must be taken within the program. The remaining 36 hours may be taken within the department or from other departments at the University or elsewhere, dependent upon the student's goals.

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 had equivalent experience. Internships are also available during the regular school year. A student may receive up to 6 credit hours for approved internship activity.

The following courses are required for the Master of Urban Planning degree:

Introduction to Urban and Regional Planning (URP 511) 3 cr  
 Community Workshop (URP 508) 6 cr, 3 each term  
 Planning Analysis (URP 530) 3 cr  
 Planning Theory (URP 515) 3 cr  
 Legal Issues in Planning (URP 520) 4 cr, **or**  
 Planning Legislation (URP 522) **or**  
 Legislative and Administrative Procedures (URP 507) 3 cr  
 Thesis (URP 503) **or** Terminal Project (URP 504) up to 10 credit hours  
 Student-Faculty Research Seminar (URP 590) 2 cr, 1 each term

The remaining required credit hours are selected by the student in consultation with an adviser, as are the remaining 36 hours which may be taken within the program or from other departments or programs in the University.

The goal of the program is to provide professional education and training in current practices, impart a basic understanding of urban and regional communities, develop competence in theory and methods, and stress creativity in addressing public policy issues. Entering students should be prepared to become involved in, and committed to, the resolution of important social, economic, environmental, political, and cultural problems.

Courses within the department, coupled with related courses taught in other departments at the University, provide students an opportunity to obtain an integrated understanding of planning, public policy, and public management, as well as the more specific skills necessary for entry into a chosen professional area.

### **Urban and Regional Planning Program**

The field of planning is concerned with rational and sensitive guidance of urban and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of alternative policies which avoid additional complications.

To realize these objectives, the planner must draw on the skills and insights of many professions and disciplines. The planner must have a basic understanding of the cultural, economic, social, political, and physical characteristics of a community. While applying analytical skills to both the community and regional levels, the planner must also be capable of including subjective judgments in the consideration of problems.

People with training in the fields of planning find employment in a number of areas in both the public and private sectors. In the public sector, two kinds of agencies provide career opportunities. The first includes various types such as those dealing with public housing and urban renewal, with parks and highways, and with other community facilities. An increasing number of graduate planners are being employed in local, state, and federal agencies dealing with economic development, natural resources management, social services, and education. In the private sector, graduates are employed by consultant planners, large-scale private developers, utility companies, special interest groups, and other organizations that use the approach and special competence of the planning process.

**Orientation of the Planning Program.** Since its inception in 1968, the planning program has developed an increasing orientation to the planning and development problems of areas such as the Pacific Northwest and the state of Oregon in particular. This orientation has grown from the realization that in Oregon there remains the opportunity to avoid some of the development problems experienced in other states and to provide new planning approaches and perspectives to the problems of developing areas.

Applicants are encouraged to review a copy of the American Collegiate Schools of Planning publication "Guide to Graduate Education in Urban and Regional Planning," A.S.P.O., 1313 East 60th Street, Chicago, Illinois 60650.

**Financial Assistance.** Four to eight graduate assistants are awarded annually in amounts ranging from \$1,500 to \$3,000. Normally, the assistantships are awarded to second-year students, although exceptions are made for the first-year students with unusual experience or training. No specific scholarships are available through the department. Loans are available through the Student Financial Aid office.

All program applicants are strongly urged to apply for University financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the Student Financial Aid office.

Minority students are eligible for additional financial assistance and for services such as tutoring and counseling through the University of Oregon Council for Minority Education.

**Employment.** Opportunities for part-time employment with public and private planning agencies in the City of Eugene and Lane County are occasionally available. When available, a College Work-Study Program also is active at the University of Oregon in finding part-time employment for students with limited income and savings. In addition to helping locate part-time planning jobs, the department also assists in finding students summer employment and permanent planning positions upon graduation.

## Public Affairs Program

The graduate program in public affairs is designed for those interested in entry and mid-level management and policy positions and careers in public service. Graduates of the public affairs program have filled key positions at the local, state, and federal levels and administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research and service organizations, heads of human service programs, and staff members of public affairs programs in industry.

Approximately one-half of the public affairs 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, many graduate classes are offered in the late afternoon or evening.

**Unique Program Characteristics.** (1) Flexibility allows students to design programs, with faculty assistance, to meet individual needs and career interests. A student may concentrate on public financial management, for example, with a career goal of becoming a budget analyst for state government. Or a broader area of concentration might be chosen, such as human service management.

(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.

(4) Interdisciplinary programming offers students the perspectives of other fields which are essential to public affairs education. The programs encourage the study of relevant courses from other departments in the University, such as economics, political science, business, or journalism.

**Graduate Degrees.** The department offers Master of Arts and Master of Science in Public Affairs. A minimum of 63 credit hours are generally required to receive either degree, requiring approximately two years (24 months) of full-time study. Academic background and work experience are scrutinized to determine if additional academic preparation is needed prior to beginning the program.

### Graduate Curriculum

**The Common Core.** Students admitted to the program 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 relations in organizations settings; and public interest values and ethics.

Students begin working toward competence 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. Twelve credits of this 18-hour requirement must be taken from graduate courses in the department.

**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 and one course in personnel management and labor relations.

Course work is designed to enhance competence in particular public management processes, such as public finance and budgeting, public personnel management, public law, grant writing, program development and evaluations.

**Concentration Areas.** Each student is expected to develop an area of concentration. Education experiences 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 may be developed. Grading for courses in concentration areas is the student's option.

Examples of concentration areas developed by recent graduates include public management, environment and resource management, criminal justice management, human services

management, health services management, local government management, community development management, policy and program evaluation, and planning management.

**Mid-program review.** All students undergo a mid-program review. After having accumulated 30-35 graduate credit hours, students review progress to date with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship and the nature of the exit project are also agreed upon.

**Exit projects.** Each student is required to write a thesis, issue paper, or policy paper to complete degree requirements. Nine 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 the equivalent of a six-month (two term) 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 three-credit-hour Theory and Practice Integration Internship Seminar.

In-service students are required to complete the equivalent of a three month (one term) supervised field internship and the three-credit hour internship seminar. Although this requirement may be waived for in-career students, they are encouraged 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 PPPM's Field Coordinator and are graded pass or no-pass (P/N).

Preservice students may secure up to 24 credits for their six-month internships, although only 12 may be used to satisfy degree requirements. In-career students receive 12 credits for their internship. Students must be enrolled for a minimum of 3 credits each term they are involved in a supervised internship.

**Admission Procedures.** To be eligible for the public affairs 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 resumé.
- (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 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 may 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 to the program is expected to maintain a 3.00 grade point average.

**Financial Aid.** A limited number of graduate teaching assistantships are available through the department. Graduate students holding graduate teaching assistantships must register for a maximum of 12 credit hours per term. A stipend of \$670.00 per term is included, as well as waiver of tuition and fees.

Graduate students are normally eligible for fellowship awards granted by federal agencies and privately endowed foundations, and loans from University loan funds and from funds available under federal student loan programs. Information regarding such grants and loans may be obtained from the University's Office of Student Financial Aid.

Inquiries regarding the graduate programs in public affairs should be addressed to Public Affairs Graduate Program Department of Planning, Public Policy, and Management  
119 Hendricks Hall  
University of Oregon  
Eugene, Oregon 97403  
(503) 686-3807

## Bureau of Governmental Research and Service

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 PPPM. The bureau also provides instructional support to various other academic departments.

## Courses Offered

### Undergraduate Courses

**PPPM 199. Introduction to Environmental Studies. 1-3 credit hours.**

**PPPM 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.

**PPPM 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.

**PPPM 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. Prerequisite: at least two courses in American government or politics and two introductory economics courses.

**PPPM 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 communication networks. Offered infrequently. Not offered 1982-83.

**PPPM 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 1982-83.

**PPPM 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: PPPM 320. Not offered 1982-83.

**PPPM 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. Not offered 1982-83.

**PPPM 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, psycho-social and managerial subsystems of public organizations.

**PPPM 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 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.

**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.

**PPPM 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. Not offered 1982-83.

**PPPM 400. SEARCH. 1-3 credit hours.**

### Upper-Division Courses Carrying Minor Graduate Credit

**PPPM 401. Research. (g)** Credit hours to be arranged.

**PPPM 403. Thesis. (g)** Credit hours to be arranged.

**PPPM 405. Reading and Conference. (g)** Credit hours to be arranged.

**PPPM 406. Special Problems. (g)** Credit hours to be arranged.

**PPPM 407. Seminar. (g)** Credit hours to be arranged except as noted otherwise.

**PPPM 408. Workshop. (g)** Credit hours to be arranged.

**PPPM 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.

**PPPM 410. Experimental Course. (g)** Temporary courses are set up under this number. Topics offered have included child abuse, crisis intervention, primary prevention, juvenile justice, community corrections, family systems, advanced methods in human service, rural social work, human service administration, and resources for nonprofit services.

**PPPM 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.

### Upper-Division Courses Carrying Major Graduate Credit

**Please note:** Master's candidates enrolled in the graduate program may receive graduate credit only for upper-division courses listed with a capital (G) in PPPM or with a small (g) in other University programs.

**PPPM 407. Seminar. (G)** Credit hours to be arranged.

Alternative Housing Policy  
The Elected Official  
Social Indicators  
Public Works Administration  
Urban Growth Management  
Grant Writing  
Management of Human Services  
Small Cities Management  
Managing the Modern City  
Organizational Development  
Community Economic Development  
Urban Fiscal Policy  
Stress Management  
Natural Resource Policy  
Cutback Management and Policy Termination  
Forest Policy  
Cost-Benefit Analysis  
Energy Policy  
Inequality and Public Policy  
Cross Cultural Communication  
Leadership in Organizations

**PPPM 408. Workshop. (G)** Credit hours to be arranged.

Public Sector Labor Relations  
Public Sector Marketing  
Personnel and Affirmative Action  
Program Planning  
Collective Bargaining in the Public Sector  
Career Management for Women

**PPPM 410. Experimental Course. (G)**

**PPPM 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.

**PPPM 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.

**PPPM 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.

**PPPM 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.

**PPPM 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.

**PPPM 465, 466. Management of State and Local Government. (G) 3 credit hours each term.** 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.

**PPPM 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.

**PPPM 468. Federal Department 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 1982-83.

**PPPM 469. Intergovernmental Relations. (G) 3 credit hours.** Examines the legal, fiscal and administrative relationships among the three levels of government (federal, state and local) in the United States and among state and substate governments at the same level. Special attention to the grant-in-aid system, political responses to the division of governmental powers and functions among governments in the federal system, and the implications for public management.

**URP 501. Research.** Credit hours to be arranged.

**URP 503. Thesis.** Credit hours to be arranged.

**PPPM 504. Terminal Project.** Credit hours to be arranged.

**URP 505. Reading and Conference.** Credit hours to be arranged.

**URP 506. Special Problems.** 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:  
Fiscal Impact Analysis  
Legislative and Administrative Procedures in Planning  
Transportation Planning  
Economic Diversification Planning  
Energy Policy Planning  
Planning and Small Communities  
Seminar Internship  
Neighborhood Development  
Advanced Seminar Program Evaluation  
Advanced Public Finance Management  
Public Land Law  
Policy Evaluation  
Program Evaluation  
Legislative and Administrative Procedure  
Planning Presentation  
Tourism and Recreational Resources Planning  
Advanced Public Financial Management

**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.

Approximately ten planning studies are developed through this class each year. Examples of planning reports prepared by students for local communities and state and federal agencies in 1981-82 include: Economic Feasibility of Winter Sports Development for Meaden Peak, client: U.S. Forest Service; Tourist and Retirement Development Potential for Oakridge, client: Department of Economic Development; Visitor and Recreation Market Analysis for Coos County, client: Department of Economic Development; Air Commuter Needs Analysis for La Grande, client: Department of Economic Development; Industrial Diversification in Cottage Grove, client: Cottage Grove.

**PPPM 509. Supervised Field Study.** 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.

**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 P/N 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.

**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 519. 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.

**PPPM 520. Applied Research Methods. 3 credit hours.** How to communicate, execute, and evaluate research in the public sector. Each student will carry out an original research project from problem formulation through data analysis.

**URP 521. 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 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.

**PPPM 524. Public Organization Theory. 3 credit hours.** Evolution of thought on organizations in the 19th and 20th centuries; origins and purposes of bureaucracy; principles of organization theory and behavior including rationality, domain, and interdependence; internal and external control of organizations; the social context of organizational design and structure related to environmental adaptation; assessment of organizations; human behavior in organizations, interdependence and resource control; discretion, risk, and decision-making.

**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, over consumption, 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 environmental 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.

**PPPM 528. Public Finance Administration. 3 credit hours.** Public financial models and information systems; federal financial system issues; intergovernmental transfer policy and practices; state and local government financial issues; financial decision-making including incentives and risks.

**PPPM 529. Public Budget Administration. 3 credit hours.** Budgeting as revenue and expenditure planning, negotiation, and management control; methods of budget preparation including program, zero-base and envelope budgeting; the politics of budgetary decision-making; federal, state, and local budgeting perspectives; budgetary reform.

**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.

**PPPM 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.

**PPPM 536. Public Policy Analysis. 3 credit hours.** Introduces techniques for analyzing the feasibility and desirability of public policies. Skill development will be accompanied by a discussion of the appropriate use of various techniques in the policy-making process. Introduces techniques for determining the impact and effectiveness of policies and programs; for comparing alternatives; for determining the likelihood that a program will be implemented effectively; and for determining the likelihood that a policy will be adopted.

**PPPM 539. 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 factors to demands for change; and future change strategies.

**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.

**PPPM 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.

**PPPM 548. Public Management Accountability. 3 credit hours.** Development of accountability processes and norms in government in the late 19th and 20th centuries; accountability and bureaucracy; accountability methods employed within organizations; inter-governmental accountability requirements; social and environmental control of organizations; accountability imposed by public organizations on citizen and private sector behavior through regulation, evaluation of accountability, ethical and value issues; accountability, incentives, and risk behavior in public organization.

**PPPM 550. Social Issues in Planning. 3 credit hours.** Examination of approaches to the social aspects of physical and economic development; public participation in public-policy decisions; and the planning of human services. Planning principles and techniques are considered in relation to their use in generating information about social issues and encouraging citizen participation.

**PPPM 554. Advanced Public Management. 3 credit hours.** Examination of the public manager's role in relation to organizational politics, solving problems and making decisions, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

**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. Not offered 1982-83.

**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.

## Art Education

**251E Lawrence Hall  
Telephone 686-3639  
June K. McFee, Department Head**

### Faculty

Jack W. Burgner, M.F.A., Professor (elementary and preprimary school art). B.S., Eastern Illinois, 1948; M.F.A., Colorado State College, 1949.

Rogena M. Degge, Ph.D., Assistant Professor (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 (curriculum, research technology, aesthetics). B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon.

June K. McFee, Ed.D., Professor (psychological-social foundations; environmental design). B.A., Washington, 1939; M.Ed., Central Washington, 1954; Ed.D., Stanford, 1957.

### Graduate Teaching Fellows

Paul Bolin, M.S., Oregon

Kristen Congdon, M.S. Indiana

Joanne Kurz, M.S., Oregon

Van Miller, M.S., Oregon

Ray Higgins, M.A. Utah

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 addresses the informational and emotional impact of the fine and popular arts, mass media, the built environment, and designed objects of the quality of people's individual and collective lives. It treats this impact as a critical communication system, as basic as the written and spoken word in affecting the workings of the society and the individual's ability to operate effectively within society. Thus it is of primary educational importance.

The programmatic goals of the University of Oregon Department of Art Education include the preparation of educators to effectively work with the social as well as the productive aspects of art with a wide range of people in diverse settings, and to conduct research to further understanding of these impacts and strategies for teaching.

Specifically art education is a field of investigation and practice which includes:

inquiry into people's productive, responsive, critical, affective and learning abilities in the visual and environmental arts.

inquiry into the nature of designing and affecting processes utilizing research and theory from art, art education, perceptual and cognitive psychology, aesthetics, and anthropology.

utilization of educational and social science and psychological research as they bear on the learning of apprehension, criticism and production of art by people of all ages and backgrounds.

the study of how values are expressed through the visual arts and how these values function in maintaining and/or changing society, and how these values vary between cultures and across time.

a synthesis from all the contributing fields into appropriate content and strategies for teaching and learning in public and special schools at all levels as well as for life-long learning in other settings.

**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 2.75 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.

### Major in Art Education

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.

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.

**Teaching in the Public Schools.** A total of seventy-six hours are required in art education, studio arts, art history, and environmental design for the art endorsement to teach art in Oregon public schools. Students should consult the teacher education adviser concerning

required courses, elective options within required subject matter areas, and requirements for upper-division credit.

Students are required to take Human Development and Group Processes (EPsy 321); Human Development and Educational Measurement (EPsy 322); Teaching Strategies (SeEd 314); Escape Practicum I, (SeEd 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 (SeEd 469); Student Teaching SeEd 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); 9 credit hours Practicum (ArE 409); The Role of Art Criticism in Art Education (ArE 415); Art in the Elementary School (Art 322), Alternatives to Public School Teaching (ArE 410), Newer Media in Art Education (ArE 495); 9 credit hours in art history (any combination of courses ArH 201-209); electives in the School of Architecture and Allied Arts totaling 23 credit hours; 15 credit hours School of Business; College of Education, 9 credit hours in performing arts, including at least one course in each of the following areas: music, drama, and dance; 9 credit hours in social sciences beyond University requirements unless a B.S. degree is being granted.

## Graduate Studies

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.

### Master's Programs

The department offers the advanced degrees of Master of Arts and Master of Science in art education. The M.S. or M.A. degree can be awarded with major in art education (with or without Standard Certification) or in Cultural Services. 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 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 that 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 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 Teacher Education in the College of Education.

A cohesive program that relates to the student's professional goals is developed with an adviser and a doctoral committee. Professional goals include college and university teacher education and research; art administration 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 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

**Please note:** The only courses offered more than once a year are Art 322 and ArE 323.

**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.

**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. 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.

**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.

**SeEd 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. 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.  
Advanced Research Methodology. Jones.

**ArE 407. Seminar. (G) 1-3 credit hours.** Advanced Foundations. 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.

**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 that 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.

**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. Jones.

**ArE 430. Art for the Exceptional Student. (G) 3 credit hours.** Exploratory course to help art education majors prepare for teaching art to exceptional students in the regular classroom. Investigation of potentials of exceptional students and the selection of appropriate art activities. Includes some laboratory work with art materials. Degge.

**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.

**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.

### 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. Jones.

**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. Jones.

**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.** 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.

**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.

## Art History

**240 Lawrence Hall  
Telephone 686-3675  
Esther Jacobson, Department Head**

### Faculty

Marian Card Donnelly, Ph.D., Professor Emerita (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.

Esther Jacobson, Ph.D., Associate Professor (Asian art). B.A., 1962, M.A., 1964, Ph.D., 1970, Chicago.

Ellen Johnston Laing, Ph.D., Maude I. Kerns Professor (Chinese and Japanese art). B.A., 1954, Missouri; M.A., 1956, Wisconsin; Ph.D., 1967, Michigan.

A. Dean McKenzie, Ph.D., Professor (medieval art, Byzantine and Russian art). B.A., California, Berkeley, 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.

Robert G. Ousterhout, Ph.D., Assistant Professor (history of ancient and medieval architecture). B.A., Oregon, 1973; M.A., Cincinnati, 1977; Ph.D., Illinois, 1981.

Richard Paulin, M.A., Director, Museum of Art, Assistant Professor (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.

Marion D. Ross, M.Arch., Reg. Archt., Professor Emeritus; Historian of Architecture (history of architecture, Latin and American art). B.S., Pennsylvania State, 1935; M.Arch., Harvard, 1937; Reg. Archt., State of Louisiana, 1946.

Leland M. Roth, Ph.D., Assistant Professor (history of American and modern architecture). B.Arch., Illinois, 1966; M.Phil., 1970, Ph.D., 1973, Yale. On leave 1982-83.

W. Sherwin Simmons, Ph.D., Associate Professor (modern art, twentieth century). B.A., Yale, 1967; M.A., 1975, Ph.D., 1979, Johns Hopkins.

### Associated Faculty

Arthur W. Hawn, Associate Professor (history of interior architecture).

Kenneth I. Helphand, Associate Professor (history of landscape architecture).

### Graduate Teaching Fellows (At Oregon 1981-82)

Robin M. Cochran, B.A., Colorado, 1977.

Christopher C. Flagg, B.A., Oregon, 1981.

Galina K. McGuire, B.A., Maryland, 1980.

Harry M. Weiss, B.A., Wisconsin, 1978.

Ann Elizabeth Wetherell, B.A., Oregon, 1980.

Eleanore S. Wootton, B.A., California State University, Sacramento, 1979; M.A., California State University, Sacramento, 1980.

The program in art history provides instruction in this basic aspect of human culture for all University students; the historic background in art and architecture needed in the several major curricula of the School of Architecture and Allied Arts; a major curriculum in the history of art; and 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 Foundation 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 galleries, and within the business world.

## 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 courses are required for a major in art history. A number of these courses will also serve to fulfill University requirements.

Studio (drawing, painting, sculpture, or design), 6 credit hours.

History of Western Art (ArH 204, 205, 206), 9 credit hours.

History of Oriental Art (ArH 207 or 208 or 209), 3 credit hours.

French or German or another approved language, 24 credit hours.

Advanced language, or a second language, or literature, 12 credit hours.

Two upper-division art history sequences, at least one of which must be in Ancient, Medieval, or Renaissance Art, 18 credit hours.

ArH 300 Critical Approaches to Art Historical Study, 3 credit hours.

Art History electives, upper-division, including at least three hours in each of two major areas not covered in the sequences, 15 credit hours. Majors are asked to take at least 3 credit hours in history in order to fulfill University social science requirements. Preferred areas for electives for art history majors include: literature, history, anthropology, philosophy, music, fine arts, and design.

## Graduate Studies

The Department of Art History offers programs leading to the Master of Arts and the Doctor of Philosophy degrees in the fields of Ancient, Medieval, Renaissance, Modern, and Oriental art and in the history of architecture. Seminars in methodology, criticism, and museology are open to graduate students. The department's Master of Arts program is unique in Oregon and unusual in the western United States. It is tailored to meet the needs and objectives of two kinds of students: (1) those who seek careers in the academic or art-related business worlds immediately upon completion of the degree requirements, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a doctoral degree.

### Master of Arts Requirements

Students who have successfully completed undergraduate programs in art history, history, or languages and literature are particularly encouraged to consider graduate studies in art history.

All entering graduate students are required to complete satisfactorily ArH 514 (Bibliography and Methods). Graduate students in Western art, whether thesis or non-thesis track, are required to take at least three graduate credit hours in each of the main areas: Ancient, Renaissance, Medieval, and Modern.

Two M.A. program options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student should elect one of these programs within the first year of graduate residency. Students in both programs must satisfy the general requirements 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. A comprehensive examination will be based on the student's individual course of studies.

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 languages may be required depending on the field of specialization.

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 1983-84 must be received by February 15, 1983.

## 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). Nicholson, Ousterhout, 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.) Hurwit, McKenzie, Nicholson, 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 300. Critical Approaches to Art Historical Study. 3 credit hours.** Introduction to methodologies used in the study of art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; work involves bibliography, oral presentations, and papers. Required for majors. Prerequisite: One or more courses in art history at the 200-level. Jacobson.

**ArH 304. Art and Politics in the Ancient World. 3 credit hours.** Use of art and architecture by leading political figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit.

**ArH 315. The Acropolis of Athens. 3 credit hours.** Introduction to the principal architectural and sculptural monuments of the Athenian Acropolis, considered as expression of Classical Greek spirit. Emphasis on works of the Age of Pericles. Selected literary texts read in translation. Hurwit.

**ArH 324. Medieval Iconography and Literary Sources. 3 credit hours.** Examination of significant themes in relation to literary sources, traditional imagery, and the originality of artists in the Middle Ages. Prerequisite: ArH 205. McKenzie.

**ArH 325. Medieval Art and Architecture in Germany. 3 credit hours.** Introduction to the history of Medieval art and architecture in Germany from Carolingian times through the Ottonian, Romanesque, and Gothic periods. McKenzie.

**ArH 332. The Golden Age of Florence. 3 credit hours.** Creative achievements of fifteenth century artists such as Masaccio, Donatello, and Botticelli; artistic style and content in relationship to cultural and political environment; influence of humanism and antiquity on the art of a society dominated by traditional religious values. ArH 206 recommended. Pitts.

**ArH 361. Nomadic Art and Culture of Eurasian Bronze Age. 3 credit hours.** Nomadic art traditions of the Scytho-Siberians and their modifications through association with the traditions of Greece, the Ancient Near East, and China from the seventh to second centuries B.C. Jacobson.

**ArH 379. Architecture of Urban America. 3 credit hours.** Examination of selected topics focusing on changing attitudes towards the city, the suburb, and the emergence of building types unique to each. Roth.

**ArH 381. History of Photography. 3 credit hours.** Examination of art of photography from origins in early 19th century to the present; aesthetics of the medium, its relationship to painting and the graphic arts, and the social role of the photographic image. Nicholson.

**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 each term.** 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. Röss, Helphand.

### 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: Palaeolithic, Neolithic, and Near Eastern Art; Winter: Egyptian art and architecture; Spring: Minoan, Mycenaean, and Thera art and architecture. Prerequisite: ArH 204, or consent of instructor. Offered in alternate years with ArH 414, 415, 416. Not offered 1982-83. Hurwit.

**ArH 414, 415, 416. Greek and Roman Art. (G) 3 credit hours each term.** Fall: Geometric and Archaic Greek art; Winter: Classical and Hellenistic Greek art; Spring: Etruscan and 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. Prerequisite: ArH 205 or consent of instructor.

**ArH 422. Later Byzantine Art. (G) 3 credit hours.** Byzantine art after Iconoclasm. A.D. 843-1453. Prerequisite: ArH 205 or consent of instructor. 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. Prerequisite: ArH 205 or consent of instructor. McKenzie.

**ArH 424, 425, 426. Western Medieval Art. (G) 3 credit hours each term.** Fall: early medieval art in Western Europe through the ninth century; Winter: Romanesque art; Spring: Gothic art. Prerequisite: ArH 205, or consent of instructor. Offered in alternate years with ArH 421, 422, 423. Not offered 1982-83. McKenzie.

**ArH 431, 432, 433. Renaissance Art. (G) 3 credit hours each term.** Origin and development of Renaissance art in Italy. Prerequisite: ArH 205, 206, or consent of instructor. Offered in alternate years with ArH 434, 435, 436. Not offered 1982-83. 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 1982-83.

**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 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. Ousterhout.

**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. Ousterhout.

**ArH 410. Roman Architecture. (G) 3 credit hours.** Etruscan and Roman Republican architecture; building programs and technologies of the Roman Empire. Prerequisite: ArH 204. Ousterhout.

**ArH 427. Early Medieval Architecture. (G) 3 credit hours.** Architecture of the Early Christian and Byzantine periods in Europe and the Near East. Prerequisite: ArH 201, or 204, or 205 or consent of instructor. Ousterhout.

**ArH 428. Romanesque Architecture. (G) 3 credit hours.** Architecture in western Europe c. 600-1200. Prerequisite: ArH 201, 204 or consent of instructor. Ousterhout.

**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. Ousterhout.

**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 457, 458, 459. Scandinavian Art. (G) 3 credit hours each term.** Art and architecture in the Scandinavian countries from prehistoric times to the present. Offered in alternate years. Not offered in 1982-83. 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. Topics frequently offered under 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 prehistoric 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. Staff.

**ArH 471. Seventeenth-Century American Architecture. (G) 3 credit hours.** Architecture in America, 1650-1750. Offered in alternate years. Donnelly.

**ArH 472. Eighteenth-Century American Architecture. (G) 3 credit hours.** Architecture in America, 1750-1810. Offered in alternate years. 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. Not offered in 1982-83. Roth.

**ArH 474. 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. Not offered in 1982-83. Roth.

**ArH 482. The Nonfiction Film. (G) 3 credit hours.** Offered infrequently.

**ArH 491, 492, 493. 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. Offered infrequently. Ross.

### 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.

Ancient Topography and Monuments. Hurwit  
Aegean Bronze Age Art. Hurwit  
Greek and Roman Art. Hurwit  
Roman Architecture. Ousterhout  
Early Medieval Manuscript Painting. McKenzie  
Gothic Painting. McKenzie  
Early Russian Painting. McKenzie  
Medieval Serbian Painting. McKenzie  
Byzantine Painting. McKenzie  
Medieval Architecture. Ousterhout  
Byzantine Architecture and Decoration. Ousterhout  
Italian Renaissance. Pitts  
Northern European Art. Pitts  
European Landscape Painting. Nicholson  
Impressionism. Nicholson  
English Romantic Art. Nicholson  
Nineteenth-Century Graphics. Nicholson  
Twentieth-Century Russian Avant-Garde Art. Simmons  
German Art of the 1920s and 30s. Simmons.  
Abstract Expressionism. Simmons  
Contemporary Art. Simmons  
American Painting and Sculpture. Roth, Nicholson  
American Architecture. Roth  
Modern Architecture. Roth  
History of Urban Design. Roth  
Oregon Architecture. Ross  
Scytho-Siberian Art. Jacobson  
Chinese Bronzes. Jacobson  
Chinese Painting. Laing  
Japanese Art. Laing  
Islamic Architecture. Ross  
Art Criticism. Jacobson

**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.

# Fine and Applied Arts

**164 Lawrence Hall**  
**Telephone 686-3610**  
**David Foster, Department Head**

## Faculty

Laura J. Alpert, M.F.A., Assistant Professor (sculpture). B.A., Stanford, 1968; M.F.A., Oregon, 1971.

Ralph B. Baker, M.F.A., Associate Professor (painting, drawing). B.A., 1956, M.F.A., 1964, Washington.

Paul E. Buckner, M.F.A., Professor (the human and organic form, sculpture). B.A., Washington, 1959; M.F.A., Claremont, 1961.

David G. Foster, M.F.A., Professor (visual design). B.A., Institute of Design, Illinois Institute of Technology, 1951; M.F.A., Oregon, 1971.

Ronald J. Graff, M.F.A., Assistant Professor (painting). B.F.A., Kansas City Art Institute, 1973; M.F.A., Yale, 1975.

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

George Kokis, M.F.A., Associate Professor (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred University (New York).

LaVene Krause, B.S., Professor (printmaking, painting). B.S., Oregon, 1946.

C. Max Nixon, B.F.A., Professor (metalcraft, jewelry, weaving). B.F.A., Kansas, 1939.

Kenneth O'Connell, M.F.A., Assistant Professor (visual design). M.F.A., Oregon, 1972.

Frank S. Okada, B.F.A., Professor (painting, drawing). B.F.A., Cranbrook Academy of Art, 1957.

Ted N. Orland, M.A., Assistant Professor (photography). B.S., University of Southern California, 1963; M.A., San Francisco State, 1974.

Kenneth H. Paul, M.A., Associate Professor (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming.

William T. Osterman, M.F.A., Visiting Assistant Professor (photography). B.F.A., Ohio University, 1977; M.F.A., Oregon, 1981.

Richard C. Pickering, M.F.A., Senior Instructor. B.A., Arizona State, 1964; M.F.A., Oregon, 1970.

Barbara Pickett, B.S., Assistant Professor (weaving). B.S., Portland State, 1971.

Patricia E. Ray, M.F.A., Visiting Assistant Professor (drawing). B.A., Smith College, 1953; M.F.A., Iowa, 1966.

Jay V. Soeder, M.F.A., Associate Professor (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 (ceramics). B.A., Redlands, 1948; M.S., Oregon State, 1966.

Paul H. Tetzner, Associate Professor (visual design). M.F.A., Oregon, 1964.

## Graduate Teaching Fellows 1981-82

Ward Doubet (ceramics)  
 B.A., Knox College, 1976.

Pierre Dunn (visual design)  
 B.A., Oregon, 1971.

Arthur Edelmann (sculpture)  
 B.A., Brandeis, 1971.

Donald Gardner (painting)  
 M.A., Western Michigan, 1975.

Conrad House (ceramics)  
 B.A., New Mexico, 1980.

Linda Huberd (sculpture)  
 B.F.A., Oregon, 1981.

Becky Jines (printmaking)  
 B.A., California State, 1978.

Suk Tae Koh (visual design)  
 B.F.A., Hong-ik University, 1973.

Jack Liu (visual design, photography)  
 B.A., (honors college) Oregon, 1974.

Kim Monroe (ceramics)  
 B.Arch., Texas Tech University, 1976.

Rick On (ceramics)  
 B.F.A., Oregon, 1980.

Julia O'Reilly (gallery)  
 B.F.A., Southwest Missouri State, 1977.

Jeffrey Seltzer (printmaking)  
 B.S., Oregon State, 1976.

Virgil Sweeden (visual design, photography)  
 B.S., Oregon, 1977.

James Zasoski (painting)  
 B.A., Bemidji State, 1979.

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, including satisfaction of general University requirements for a B.A. or a B.S. degree; (2) satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, 23 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 P/N (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 adviser at least two committee meetings for progress reports.

At least two weeks prior to the terminal review, each committee member should receive a rough draft of the report summarizing the terminal project. At least one week before the terminal review, the time, date, and place are publicly announced by the chair. The department will assist the candidate in arranging the space and dates for the public exhibition of the 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.**

**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.

**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. Pickering, Tetzner.

**ArtS 297. Drawing and Modeling. 2-4 credit hours 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, bookbinding, typography, small metal casting.

**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.

**Please 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, Pickering.

**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. Consent of instructor is required.

**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. Consent of instructor is required.

**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, 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 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. Tetzner.

**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, Foster.

**ArtV 384. Intermediate Photography. 2-4 credit hours any term.** Previsualization of images. 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 is required.

**ArtV 405. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.

**ArtV 406. Special Problems.** Credit hours to be arranged. Consent of instructor is 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. Consent of instructor is required.

**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, O'Connell.

**ArtV 484. Advanced Photography. (G) 2-4 credit hours any term.** Previsualization of images; study 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 and computer graphics in visual design. Study includes various animation techniques. Prerequisite: Art 295, ArtV 493, or consent of instructor. O'Connell, Foster. Open to nonmajors. Consent of instructor is required.

### 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.** Consent of instructor is required.

**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. Consent of instructor is required.

**ArtJ 405. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.

**ArtJ 406. Special Problems.** Credit hours to be arranged. Consent of instructor is required.

**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. Offered infrequently.

### 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.** Consent of instructor is required.

**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, Graff.

**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.

**ArtP381. 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, Graff.

**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, Graff.

**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. Consent of instructor is required.

**ArtP 405. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.

**ArtP 406. Special problems.** Credit hours to be arranged. Consent of instructor is required.

**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. Consent of instructor is required.

**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, Graff.

**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, Graff.

**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 and visual theories. 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.** Consent of instructor is required.

**ArtR 348. Silkscreen. 3 credit hours any term.** Traditional and contemporary techniques of screen-printing, including film stencil, liquid knockout stencil, paper stencil and photo-sensitive approaches. Emphasis on the medium as a unique conceptual and expressive tool. Course may include working with poster design. Instructor's consent required. Paul.

**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. Consent of instructor is required.

**ArtR 405. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.

**ArtR 406. Special Problems.** Credit hours to be arranged. Consent of instructor is required.

**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. Consent of instructor is required.

**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.** Consent of instructor is required.

**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. Consent of instructor is required.

**ArtS 405. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.

**ArtS 406. Special Problems.** Credit hours to be arranged. Consent of instructor is required.

**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, Alpert.

**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 terra cotta. Emphasis on the character of the materials and their effectiveness as sculptural media. Kokis.

#### 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.** Consent of instructor is required.

**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. Pickett.

**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. Consent of instructor is required.

**ArtW 405. Reading and Conference.** Credit hours to be arranged. Consent of instructor is required.

**ArtW 406. Special Problems.** Credit hours to be arranged. Consent of instructor is required.

**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. Consent of instructor is required.

**ArtW 456. Advanced Weaving. (G) 2-4 credit hours any term.** Emphasis on creative work. Production of a wide variety of handwoven 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 infrequently. Consent of instructor is required.

#### Weaving: Graduate Courses

**Please note:** Graduate work in weaving is in conjunction with 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

**268 Gilbert Hall**  
**Telephone 686-3300**  
**Dean, James E. Reinmuth**  
**Associate Dean, Del Hawkins**  
**Director, Undergraduate Programs,**  
**Don Lytle.**  
**Director, Graduate Programs,**  
**Larry Richards.**

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 approximately 60 percent of their work outside the college. 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 179.

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 school of business in Holland.

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**

Barbara Kenyon, 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 180.

## **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 180.

## **Office of External Affairs**

Barbara Kenyon, Director.  
 This office is responsible for alumni, corporate, and public relations; fund-raising; 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 be admitted as a business major, complete one of the major options offered: accounting, decision sciences, finance, management, or marketing, and satisfy all other specified degree requirements.

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.

In order to be admitted as a business major, the student must have:

- (1) 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 including the business, economics, and mathematics courses in the conceptual tools core.
- (2) completed the College of Business Administration conceptual tools core.
- (3) completed the University group requirements and Wr 121, and either Wr 122 or Wr 123.
- (4) a cumulative grade point average of 2.75 or better. In addition, a 2.75 GPA is required in the business, economics, and mathematics courses in the conceptual tools core. (A counts as 4 points; B, 3 points; C, 2 points; D, 1 point; F, 0 points.) The grade point average will be based on all graded courses completed. If a graded course is repeated, both are counted in calculating GPA; however, credit is only given once.

A student who meets all admission criteria except the 2.75 GPA may petition for admission as a business major. Consideration will be given students who have attained at least a 3.00 GPA for each of the preceding two terms.

**Please note:** GPA requirements do not apply to accounting majors. See accounting section for grade requirements.

#### 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 the admission requirements at their scheduled advising meeting. Those who have fewer than 93 credits should enroll as prebusiness majors and follow the admission procedures for regular University of Oregon students given above.

#### 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, and 36 credit hours of science or 36 credit hours of social science as specified on page 19. 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 19. For the B.B.A. degree, the student must complete the minimum requirements which follow.

(1) **GENERAL UNIVERSITY REQUIREMENTS Group Requirements.** Eighteen group-satisfying courses distributed among the Arts and Letters, Science, and Social Science groups. See College of Arts and Science group requirements, page 16, for details.

(2) Wr 121 and Wr 122 or Wr 123, or approved equivalents.

(3) One term of health education.

(4) Sixty-two credit hours in upper-division courses.

(5) Forty-five of the last 60 hours must be taken on this campus in regular sessions to meet the residence requirements.

(6) Ninety graded hours of which 45 must be taken on this campus.

(7) 186 credit hours.

(8) College of Business requirements listed below.

**(i) Conceptual Tools Core.** The following courses or their equivalents must be taken by those students who want to apply as business majors. All courses are three credit hours unless otherwise noted.

Introduction to Micro-Economic Analysis (Ec 201); Introduction to Macro-Economic Analysis (Ec 202); Introduction to Accounting (Actg 221); Managerial Accounting (Actg 260); Introduction to Business Statistics (DSc 230); Introduction to Law (BE 226); Calculus for Nonphysical Sciences (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).

Environment of Business (BE 125) and Introduction to Management (Mgmt 101) are not required, but prebusiness 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.

**(ii) Upper-Division Core.** The following courses are required (3 credit hours, each course): Intermediate Macro Economic Analysis (Ec 375); Managerial Economics (Finl 311); 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).

**(iii) 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.

**(iv) Studies in Business and Economics.** Students must take at least 72 credit hours in business and economics courses.

**(v) Studies in Other Disciplines.** Students must take at least 108 credit hours of nonbusiness and economics courses.

**(vi) Major Option.** Each student (except accounting majors) must complete 5 courses (15 hours) in a major subject area: Finance, Management, Marketing, or Decision Sciences. Specific requirements will be determined by each department. Accounting majors must meet the requirements specified in the Accounting Department section of this catalog.

(vii) Each nonaccounting major must complete a secondary subject area consisting of 3 courses (9 hours) selected from another department listed in (F) above or from Accounting, Real Estate, International Relations, Public Policy, Behavioral Science, Computer Science, or Transportation options as detailed in the appropriate departmental section and handouts available from the CBA Advising Office.

**Please note:** Some of the secondary area options may not be available for the 1982-83 academic year.

**(viii) Grading.** To qualify for the baccalaureate degree in business administration, the student must maintain a 2.75 cumulative GPA in all graded courses taken at the University.

In addition:

(1) All courses within the major subject area must be taken on a graded basis and passed with a C- or better.

(2) Courses in the upper-division core must be passed with a C- or better if taken graded or a P if ungraded.

(3) Equivalency will not be granted for any transfer course in which a D was received.

Please refer to page 15 of this catalog for details of the University grading system.

**Nonbusiness Majors.** The College of Business Administration offers upper-division courses to students who are not enrolled as business majors but do want to earn some business credits. Admission to upper-division courses is only on a space-available basis after admitted business majors have registered. All course prerequisites must be met.

#### 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 or peer advisers 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 may select a faculty adviser with whom to consult concerning content of specific courses and programs that will help attain career objectives. Students should 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.

# Accounting

## 364 Gilbert Hall

Telephone 686-3305

Robert G. Bowman, Department Head

## Faculty

Marinus J. Bouwman, Ph.D., Assistant Professor. M.S., Eindhoven (Netherlands), 1971; M.S., 1973, Ph.D., 1978, Carnegie-Mellon.

Robert G. Bowman, Ph.D., Associate Professor. B.A., Pomona College, 1962; M.S., San Diego State, 1969; Ph.D., Stanford, 1978; C.P.A., State of California.

Paul Frishkoff, Ph.D., Associate Professor. B.A., Swarthmore, 1960; M.B.A., Chicago, 1962; Ph.D., Stanford, 1970. C.P.A., States of California and Oregon.

Raymond D. King, Ph.D., Assistant Professor. B.S., Montana State, 1971; M.B.A., Montana, 1974; Ph.D., Oregon, 1980; C.P.A., State of Montana.

Helen Gernon, Ph.D., Assistant Professor. B.B.A., Georgia, 1968; M.B.A., Florida Atlantic, 1972; Ph.D., Pennsylvania State, 1978; C.P.A., State of Florida.

Larry Lookabill, Ph.D., Assistant Professor. B.S., Portland State, 1968; M.B.A., Washington, 1969; Ph.D., Stanford, 1975; C.P.A., State of Oregon.

Chris J. Lunneski, Ph.D., Associate Professor. A.B., Johns Hopkins, 1956; M.A., 1959, Ph.D., 1965, Minnesota.

Terrence B. O'Keefe, Ph.D., Associate Professor. 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. B.Com., Queensland, 1970; Ph.D., Washington, 1976.

**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 211, 222, and 260 (or equivalents as approved by the accounting department). Students who earn an A or a B in Actg 221, 222, and 260 will be eligible to take Actg 350 and 360. 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 grade, or a grade of F, Y, or N will normally disqualify a student from further study in accounting. A G.P.A. of 2.00 in accounting courses taken at the University is required for graduation as an accounting major.

## 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 (statistics courses only), 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.

The requirements for a secondary subject area in accounting are 9 credit hours and consist of the following (3 credit hours, each course): Financial Accounting (Actg 222); and any two of the following (subject to departmental entry and retention requirements): Financial Accounting Theory (Actg 350); Financial Accounting Theory (Actg 351); Cost Accounting (Actg 360); Introduction to Income Taxation (Actg 411[G]); Management Information Systems (Actg 420[G]); Cost Analysis (Actg 460[G]).

## 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 260. 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, Mth 208, 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 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 260, 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 260, 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 account-

ing, 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 purpose of allocating resources and measuring performance. Prerequisite: Actg 222, Actg 260, 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 260, 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 260, CIS 131, senior standing, or consent of instructor. Actg 421 not offered 1982-83.

**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.** Contemporary issues in financial reporting. Recognition, measurements, and display problems of diverse entities, including corporate combinations. Impact of standards and of regulations. 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.

**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 1982-83.

# Decision Sciences

140 Gilbert Hall

Telephone 686-3377

James E. Reinmuth, Acting Department Head

## Faculty

Sergio Koreisha, D.B.A., Assistant Professor. B.S., 1974, M.E., 1975, California, Berkeley; D.B.A., Harvard, 1980.

Gerald J. LaCava, Ph.D., Assistant Professor. B.S., Seattle University, 1966; M.A., 1968, M.B.A., 1971, Ph.D., 1971, Kansas.

Thomas P. McWilliams, Ph.D., Assistant Professor. B.S., Gonzaga, 1973; M.S., 1975, Ph.D., 1979, Stanford.

Kenneth D. Ramsing, Ph.D., Associate Professor. B.S., Oregon State, 1960; M.B.A., 1962, Ph.D., 1965, Oregon.

James E. Reinmuth, Ph.D., Dean and Professor. B.A., Washington, 1963; M.S., 1965, Ph.D., 1969, Oregon State.

Larry E. Richards, Ph.D., Director of Graduate Programs, Associate Professor. B.A., 1962, M.B.A., 1963, Washington; Ph.D., California, Los Angeles, 1969.

Harold J. Schleaf, Ph.D., Assistant Professor. 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 15 credit hours are required in addition to the general business requirements of the college. The requirements are distributed as follows (3 credit hours, each course):

Applied Regression Analysis (DSc 435); Introduction to Management Science (DSc 445); plus three additional 400-level decision science courses as approved by the student's faculty adviser.

The requirements for a secondary subject area in decision sciences are 9 credit hours and consist of the following (3 credit hours, each course): Applied Regression Analysis (DSc 435); Introduction to Management Science (DSc 445); plus one additional 400-level course in decision sciences.

## 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: DSsc 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.

# Finance

164 Gilbert Hall

Telephone 686-3353

Michael H. Hopewell, Department Head

## Faculty

Thomas W. Calmuss, Ph.D., Associate Professor (managerial economics, taxation). B.A., Sacramento State, 1957; Ph.D., California, Berkeley, 1966.

Larry Dann, Ph.D., Assistant Professor (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 (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. (On leave 1982-83.)

Michael H. Hopewell, Ph.D., Associate Professor (financial management, investments). B.A., 1963, M.B.A., 1967, Ph.D., 1972, Washington.

Christopher James, Ph.D., Assistant Professor (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 (financial management, investments). B.A., Carleton College, 1971; M.B.A., 1976, Ph.D., 1981, Wisconsin, Madison.

George A. Racette, Ph.D., Associate Professor (financial management, investments). B.A., Stanford, 1966; M.B.A., Michigan, 1967; Ph.D., Washington, 1972.

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.

Peggy Wier, Ph.D., Assistant Professor (financial management, investments, and regulation). A.B., Vassar, 1959; M.B.A., 1975, M.S., 1976, Ph.D., 1981, Rochester.

This department offers courses in finance, real estate, and business economics. For those students majoring in business administration, the department offers a major subject area in finance and secondary subject areas in both finance and real estate.

## 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 and markets, 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 subject area in finance are 15 credit hours, and consist of the following courses (3 credit hours each):

Financial System (Finl 314); Financial Analysis (Finl 372); Investments (Finl 380); Advanced Financial Management (Finl 473); Three hours of electives chosen from Taxation Topics (Finl 323), Topics in Finance (Finl 410); Financial Institutions and Markets (Finl 462); and International Finance and Investment (Finl 463).

Students who take a major subject area in finance are urged to take a secondary subject area in accounting or, at least, Actg 222 as an elective.

The requirements for a secondary subject area in finance are 9 credit hours and consist of the following courses (3 credit hours, each course): Financial System (Finl 314); Financial Analysis (Finl 372); Investments (Finl 380).

Because the finance curriculum has undergone major revision this year, students who have already taken finance classes that are no longer offered should see the College of Business Administration Student Advising Office in Room 271 Gilbert Hall for a list of equivalent courses.

### Real Estate

The secondary subject area in real estate is designed to provide an exposure to the development, financing, marketing, and management of real estate. The requirements for a secondary subject in real estate are 9 credit hours and consist of the following courses (3 credit hours, each course):

Financial management of Real Estate (Finl 341); Real Estate Finance (Finl 446); Real Estate Investment Analysis (Finl 447).

## 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 prebusiness 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 credit.

**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 credit.

**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 credit.

**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 and production. 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. Discussion of interest rates and financial instruments. Analysis of the Federal Reserve System and the 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 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 260, 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 372. Financial Analysis. 3 credit hours.** Tools of analysis for forecasting financial requirements, working capital management, and capital investment decisions. 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 410. Experimental Course.** Credit hours to be arranged. Topics in Real Estate. Topics in Finance.

**Finl 442. Real Estate Environmental Analysis. 3 credit hours.** Impact of environmental and conservation legislation on land and other basic resource use and management. Both economic and legal aspects examined. Major emphasis on the macro effects of resource use planning rather than small area of project management. Prerequisite: Finl 341, or consent of instructor, junior or senior standing.

**Finl 446. Real Estate Finance. 3 credit hours.** 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 impacts on the effective costs of borrowing or lending; the importance of real estate finance in a valuation framework. 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; 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 462. Financial Institutions and Markets. 3 credit hours.** Study of different types of financial institutions; analysis of management of assets, liabilities and capital, description of regulatory and legal environment. Prerequisite: Finl 314, junior or senior standing.

**Finl 463. International Finance and Investment. 3 credit hours.** Study of the international financial environment in which business firms operate. Topics may include balance of payments analysis, short- and long-term financial markets, international financial institutions, and the international monetary system. Prerequisite: Finl 314, 316, junior or senior standing.

**Finl 473. Advanced Financial Management. 3 credit hours.** Long-term financing decisions, valuation, cost of capital, and selected topics. Prerequisites: Finl 372, 380, senior standing.

# Management

219 Gilbert Hall

Telephone 686-3339

Richard T. Mowday, Department Head

## Faculty

Warren B. Brown, Ph.D., Professor (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 (business policy). B.A., United States Military Academy, 1944; M.A., George Washington, 1964; M.B.A., Oregon, 1978.

Charles W. Cole, M.A., Adjunct Instructor (management and organizational behavior). B.S., Oregon State, 1950; B.S., Naval Post Graduate, 1955; M.A. George Washington, 1964.

Eaton H. Conant, Ph.D., Professor; Director, Institute of Industrial Relations (industrial relations, labor economics). B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin.

Gregory S. Hundley, Ph.D., Assistant Professor (industrial relations, human resources management). B.Com., Western Australia, 1972; Ph.D., 1981, Minnesota.

Donald E. Lytle, M.B.A., Director, Undergraduate Programs, Senior Instructor (human resources, small business management). B.A., Washington, 1953; M.B.A., Oregon, 1976.

Richard T. Mowday, Ph.D., Associate Professor (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 (human resources management, industrial relations). B.A., Albion College, 1963; M.B.A., Michigan, 1965; Ph.D. exp. 1982, Michigan State.

Frederick J. Seubert, Ph.D., Associate Professor Emeritus (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 (organization theory, organizational behavior). B.A., Whittier College, 1967; M.B.A., Southern California, 1968; Ph.D., California, Irvine, 1973.

James R. Terborg, Ph.D., Associate Professor (organizational psychology, organization theory). B.A., Calvin College, 1970; M.S., Eastern Michigan, 1972; Ph.D., Purdue, 1975.

Gerardo R. Ungson, Ph.D., Assistant Professor (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 are described below. 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 of 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 an 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.

**Mgmt 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 topics that may be discussed include 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 the application of psychological principles to human problems of work organizations. Focuses on individual employee behavior and how such behavior influences organizational performance. Topics that may be discussed 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 Process 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 actual consultation with local small businesses. Emphasis is on recognition of specific problems and development of feasible alternative solutions. Field projects are arranged in conjunction with the Small Business Institute program of the U.S. Small Business Administration. Prerequisites: senior standing, consent of instructor. Mgmt 340 recommended.

**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 260, 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.



## Marketing, Transportation, and Business Environment

375 Gilbert Hall  
Telephone 686-3345  
Roger Best, Department Head

### Faculty

Gerald S. Albaum, Ph.D., Professor (marketing research and analysis, international marketing). B.A., 1954, M.B.A., 1958, Washington; Ph.D., Wisconsin, 1962.

Sharon K. Banks, Ph.D., Assistant Professor (marketing communications, consumer behavior, marketing management, and marketing research). B.S. Central Florida, 1973; M.B.A., Colorado, 1976; Ph.D., Oregon, 1980.

Roger J. Best, Ph.D., Associate Professor (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 (marketing research and analysis, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas.

Stuart U. Rich, D.B.A., Director, Forest Industries Management Center; Professor B.A., Wabash, 1962; M.B.A., 1950, D.B.A., 1960, Harvard.

William J. Robert, LL.M., Professor Emeritus (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 (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., Chicago, 1952.

Roy J. Sampson, Ph.D., Professor Emeritus (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 (consumer behavior, marketing communications, entrepreneurship). B.A., 1948, M.A., 1959, Alberta; Ph.D., Michigan State, 1965.

Donald S. Tull, Ph.D., Professor (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago. (On sabbatical leave, fall 1982.)

The Department of Marketing, Transportation, and Business Environment offers courses in each of the areas indicated by the name. For those students majoring in business administration, the department offers a major subject area in marketing and secondary subject areas in both marketing and transportation.

The educational objectives of the department 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 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 15 credit hours, distributed as follows (3 credit hours, each course): Analysis of Consumer Behavior (Mktg 361); Marketing Research (Mktg 460); 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).

The requirements for a secondary subject area in marketing are 9 credit hours and consist of the following (3 credit hours, each course): Analysis of Consumer Behavior (Mktg 361); Marketing Research (Mktg 460); Marketing Problems (Mktg 464).

#### Transportation and Business Logistics

The requirements for a secondary subject area in transportation total 9 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).

## Courses Offered in Marketing

### Undergraduate Courses

**Mktg 199. Special Studies. 1-3 credit hours.**

**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.** Marketing planning and strategy. Development of an analytical framework for marketing problem identification and decision-making. Emphasis on oral and written case analysis. Prerequisite: Mktg 361, 460, 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. Case method of instruction. 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 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 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

209B Gilbert Hall  
Telephone 686-5141  
Eaton H. Conant, 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. Field 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

**Please 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.** Issues in Labor Economics (Ec 445[G]); Collective Bargaining and Public Policy (Ec 446[G]). 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 479[G]); American Economic History (Hst 487[G], 488[G], 489[G]).

**Law.** Labor Law I (L 559); Labor Law II (L 560).

**Political Science.** Administrative Organization and Behavior (PS 412 [G]); The Politics of Bureaucracy (PS 413[G]); Unionization of Public Employees (PS 417[G]); 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 430[G]); Sociology of Race Relations (Soc 445[G]); Sociology of Work (Soc 446[G]); Industrial Sociology (Soc 447[G]); Women and Work (Soc 449[G]); Social Stratification (Soc 451[G]); Bureaucracy Power and Society (Soc 470[G]); Changing Organizations (Soc 472[G]); Durkheim, Weber, and Modern Functionalists (Soc 520).

**Psychology.** Humanistic Psychology (Psy 413[G]); Group and Individual Differences (Psy 419[G]); Social Psychology I: Attitudes and Social Behavior (Psy 456[G]); Social Psychology II: Group Processes (Psy 457[G]); Group Consultation (Psy 462[G]); Advanced Applied Psychology (Psy 487[G], 488[G], 489[G]); 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 sociopolitical 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 Arts (M.A.) degrees. All master's degree programs, with the exception of the Master of Science in industrial relations, require completion of a 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.

### 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.

Decision Sciences (applied statistics, operations and production management, management science).

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); transportation and logistics as a major option will not be offered for students entering in fall, 1983, and thereafter.

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.

### 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 be waived by substantive prior course work as defined by the respective department or 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), The Economic Framework of Business Enterprise (Ec 474)[g]), Mathematical Concepts of the MBA Student (Mth 511), and Scholarly and Professional Writing (Eng 507).

**Block B.** Courses that can be waived by substantive prior course work as defined by the respective department or 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 Introduction to Operations Analysis (DSc 512).

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 may *not* count toward the required minimum total of 45 hours of graduate credit beyond the preliminary core.

### 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), Managerial Applications of Decision Sciences (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 Management. In satisfying this requirement, students must include at least one three-hour course from a minimum of three different major option areas other than the one in which the student is majoring and no more than 6 hours in the major area of concentration.

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 AACSB common body of business knowledge as outlined in (1) below, and (2) completion of a minimum total of 45 hours of graduate credit beyond the common body of business knowledge 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 Graduate School of Management 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, Managerial Applications of Decision Sciences; 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 455(G), Production Systems 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 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 is described on page 178.

#### **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 work (grade B or above from an AACSB accredited university within the past five years) 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, courses listed on the Principal Program Sheet or the specified Master of Science courses, and any other graduate courses taken in the College of Business Administration.

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 three 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. 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 among 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 competence examination is not taken in statistics and re-

search 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 competence 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. Managerial Applications of Decision Sciences. 3 credit hours.** Business applications of forecasting methods (regression and time series). Identification of business problems that 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 the 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

**Please note:** Upper-division courses carrying graduate credit appear on page 173.

**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. 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. 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 1982-83.

**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.

**Actg 540. Administrative Controls. 3 credit hours.** Considerations in the design of formal management control 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.

**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

**Please note:** Upper-division courses carrying graduate credit appear on page 174.

**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 511, 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, or equivalent.

**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 that 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 511 or equivalent.

### Finance

**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  
Research in Finance

**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 474(g) and Mth 511 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 474(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 474(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 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: Ec 474(g), or equivalent.

**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. Development of alternative models of the transmission and incidence of monetary policy. 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, 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.** Development of financial principles relating to problems of valuation; capital acquisitions; dividend policies; choice among financing alternatives. 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; investment and portfolio strategies of individual and institutional investors. Prerequisite: Finl 516, or equivalent.

**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 equivalent, 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 or equivalents.

**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 process, 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 that may be discussed 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: BA 521 or equivalent, or consent of instructor.

**Mgmt 545. Problems in International Business. 3 credit hours.** Determinants of foreign business decision-making including 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. Case analysis. Prerequisite: Mktg 475(G), Finl 463, or consent of instructor.

**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. Normally offered alternate years. Prerequisite: BA 521, DSc 507, or equivalent, or 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 or equivalent, or 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, or 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, or consent of instructor.

**Marketing, Transportation, and Business Environment**

**Please note:** Upper-division courses carrying graduate credit appear on pages 177 and 178.

**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. Experimental Marketing Research. Marketing Models.

**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 nonexperimental 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.** Development of marketing strategies and marketing programs. Relationship between marketing and other functional areas of a business. Emphasis on case analysis and computerized management games as a means of acquiring both planning and operational skills. 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. Prerequisite: 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.** Analysis of the transportation and physical distribution functions of industrial and commercial organizations. Includes transportation modes and trade-offs; location; inventory control; warehousing and materials handling; and relationships between physical distribution, purchasing, production planning, marketing, and other functional areas, with emphasis on the total cost concept. 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 that 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.

## School of Community Service and Public Affairs

By action of the Oregon State Board of Higher Education, the Wallace School of Community Service and Public Affairs will not operate as a separate school during 1982-83. Its faculty and academic programs have been transferred to other schools. CSPA majors already enrolled and progressing toward a degree will be able to complete work in their major fields. Students currently admitted to CSPA for fall 1982 will have opportunity to complete their degree requirements.

Programs formerly administered by the Wallace school are now located elsewhere within the University. Descriptions for these programs will be found in this catalog as noted below.

Faculty, program descriptions, and course descriptions for the undergraduate program in human service delivery are included in the College of Health, Physical Education, and Recreation.

Faculty, program descriptions, and courses for undergraduate programs in public administration, policy development and evaluation, and community development are now included in the School of Architecture and Allied Arts.

The graduate program in Public Affairs is now included in the School of Architecture and Allied Arts.

The graduate program in International Studies is now in the College of Arts and Sciences.

The Bureau of Governmental Research and Service is included in the School of Architecture and Allied Arts.

The staff and program for University/Community Action is included in the College of Health, Physical Education, and Recreation.

The relocation of the Career Information System has not yet been determined.

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.

Bruce McKinlay, Director, Associate Professor (employment economics). Ph.D., 1971, Oregon.

# College of Education

**101 Education Building**  
**Telephone 686-3405**  
**Dean, Robert D. Gilberts**  
**Assistant Dean, Diane M. Dunlap**  
**Administrative Assistant, Jude Ridge**

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 Psychology.
- (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 Psychology
- (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), foreign languages (French, German, Italian, Latin, Rus-

sian, 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 and severely handicapped learner endorsement.
- (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.

**Please 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 12 of this catalog for undergraduate study and on page 267 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 15 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 or administer in Oregon public schools. Certification 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 that 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

170J Education Building  
Telephone 686-3404

Fay B. Haisley, Associate Dean

Kathleen Streiff, Administrative Assistant

## Teacher Education Faculty

Keith A. Acheson, Ed.D., Associate Professor (program development, supervision). B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., Stanford, 1964.

Richard Arends, Ph.D., Associate Professor (secondary education). B.S., Eastern Oregon, 1955; M.A., Iowa, 1961; Ph.D., Oregon, 1972.

C. A. Bowers, Ph.D., Professor (philosophy of education). B.S., Portland State, 1958; Ph.D., California, Berkeley, 1962.

Christine Chaille, Ph.D., Assistant Professor (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., Associate Professor (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 (educational media). B.S., Portland State, 1964; M.S., Southern California, 1967.

Meredith Gall, Ph.D., Professor (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 (early childhood, reading). B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D., 1973, Oregon.

William H. Harris, D.Ed., Director, Teacher Education Certification, Associate Professor (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 (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 (community education). B.S., Oregon, 1964; M.A., Central Michigan, 1968.

Ray E. Hull, D.Ed., Associate Professor (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 (mathematics). B.S., University of San Francisco, 1964; M.S., California State, 1965; Ph.D., California, Berkeley, 1968.

Susan J. Miller, M.Ed., Senior Instructor (social science, questioning strategies). B.A., 1955, M.Ed., 1962, Oregon.

Christine Pappas, Ph.D., Assistant Professor (early childhood, reading). B.A., Gettysburg, 1965; M.A., 1980, Ph.D., 1981, The Ohio State University.

Dennis Pataniczek, Ph.D., ESCAPE Faculty Adviser, Assistant Professor (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 (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 (supervision, community education). B.A., Arizona State, 1968; M.A., Central Michigan, 1971; Ed.D., Arizona State, 1973.

Oscar F. Schaaf, Ph.D., Professor (secondary mathematics). B.A., Wichita, 1942; M.A., Chicago, 1946; Ph.D., Ohio State, 1954.

Clarence W. Schminke, Ph.D., Director, Summer Session, Director, Continuing Education, Professor (elementary). B.A., 1950, M.A., 1954, Iowa State Teachers College; Ph.D., Iowa, 1960.

Beverly K. Showers, Ph.D., Assistant Professor (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 (curriculum, supervision). B.S., Texas, 1948; M.Ed., Colorado, 1952; Ed.D., Texas, 1960.

Robert A. Sylwester, D.Ed., Professor (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 (resident master's degree program). B.A., 1954, M.A., 1955, Denver; D.Ed., Oregon, 1972.

### Special Education Faculty (Exceptional Learner)

Barbara D. Batemen, Ph.D., Professor. 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. B.S., Illinois, 1969; Ph.D., Utah, 1974.

Siegfried E. Engelmann, B.A., Professor. B.A., Illinois, 1955.

V. Knute Espeseth, Ph.D., Associate Professor. B.S., North Dakota State Teachers, 1955; M.S., North Dakota, 1961; Ph.D., Wisconsin, 1965.

Fay B. Haisley, Ph.D., Associate Dean, Associate Professor. B.A., Papua and New Guinea, 1970; M.Ed., 1971, Ph.D., 1973, Oregon.

George Sheperd, Ed.D., Professor. B.S., 1955, M.A., 1958, Colorado State; Ed.D., Illinois, 1965.

Nonda P. Stone, D.Ed., Director, Field Experience Program, Senior Instructor. B.S., Oregon College of Education, 1945; M.Ed., 1955, D.Ed., 1971, Oregon.

Ruth Waugh, Ph.D., Associate Professor. B.S., Southern Oregon, 1957; M.S., 1963, Ph.D., 1972, Oregon.

### Adjunct Faculty

Glenn Ellen Brun, M.S., Liaison Supervisor for Student Teachers (reading supervision). B.A., 1968, M.S., 1978, Oregon.

David G. Moursund, Ph.D., Professor (computers in education, numerical analysis). B.A., Oregon, 1958; M.S., 1960, Ph.D., 1963, Wisconsin.

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 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.

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 competence 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 competence 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 certification through either a Bachelor of Arts or a Bachelor of Science degree, depending on the academic concentration of study (36 hours) chosen in languages and literature for the B.A., including second-year proficiency in a foreign language and proficiency in social sciences or combined science and mathematics for the B.S.

The College of Education also offers a noncertification 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 to 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.

### Programs 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 16 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 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 (HEP 440) will satisfy the University basic requirement in health.

The work in mathematics (Mth 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.

The University faculty has adopted cluster requirements for University undergraduate degrees. Students are advised to check these cluster requirements closely when developing a program.

**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	Credit Hours
Arts and Letters (18 hours minimum)	
(For the B.A., 36 hours in language and literature are required, plus second-year competence in a foreign language.)	
Wr 121 and Wr 233 or 122 (Composition)	6
Language Arts	9
(plus 4 hours of Methods, EIEd 339: Language Arts/Children's Literature)	
Social Sciences (18 hours minimum)	
(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
<b>ALLIED PROFESSIONAL COURSES</b>	
Physical Education	
PEP 321 Games and Sports Skills	2
PEP 322 Posture and Development Activities	2
PEP 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	
HEP 440 Elementary School Health Education	3
<b>COLLEGE OF EDUCATION COURSES</b>	
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(G) Modern Philosophy of Education or EdPM 407(G) Education in Anthropology or DEPM 441(G) History of Education	3
Curriculum and Instruction	
Pre-Practicum:	
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 Literature	4
Literature	
EIEd 340 Classroom Management	3
EIEd 409 Elementary Practicum II	6
Additional Professional Courses	
CI 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 Module**

The early childhood education undergraduate elective module 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 elective 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 advanced 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 some basics in preschool education.

Students are required to take:  
 CI 451(G) Early Childhood Education  
 CI 509 Practicum in Early Childhood Education (Prerequisite: CI 409 Practicum in Early Childhood Education or equivalent)

Students select courses in consultation with the early childhood adviser to total 12 credit hours:  
 CI 407(G) Infant and Child Development  
 CI 407(G) Teaching in the Kindergarten  
 CI 407(G) Parent and Community Influences in Early Childhood Education  
 CI 507 Curriculum in Early Childhood Education  
 CI 507 Activities for Cognitive Development in Early Childhood Education  
 CI 507 Language Development and Early Childhood Education  
 CI 507 Organization and Administration of Programs in Early Childhood  
 CI 541 Cognitive Development

**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 Elementary Education Office).

**Junior Year.** Continuation of course work to meet general University requirements and student's choice of group concentration; 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 of 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 endorsements for teachers of the mildly or severely handicapped, reading, language arts/social studies, and teachers of the speech impaired are offered through the College of Education.

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.

	Credit Hours
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
Total Hours	42-46

**Please 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 EPsy 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:

Endorsement/Courses	Credit Hours
ART	
ArE 324 Introduction	3
SeEd 314 Teaching Strategies (special section)	3
SeEd 409 Practicum	3
SeEd 469 Reading and Writing (special section)	3
ArE 495(G) 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
Total Credit Hours	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 (3 credits each)	6
Total Credit Hours	40-47

**HEALTH**

HEP 199 Introduction (includes 2 hrs. practicum)	3
SeEd 314 Teaching Strategies (see SeEd 417 and included in other courses)	
SeEd 469 Reading and Writing (special section)	3
SeEd 436 Media	2-3
HEP 441(G) Health Instruction	4
HEP 406 Special Problems	1
SeEd 417 Student Teaching	15
HEP 407 Seminar	1
EdPM 327, 441, 445, or 471 Educational Policy	3
EPsy 321, 322 Educational Psychology (3 credits each)	6
Total Credit Hours	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
PEP 342 Methods	3
PEP 409 Practicum	2
SeEd 417 (secondary only) or EIEd 415 (elementary) and SeEd 417 (secondary) Student Teaching	15-20
PEP 407 (secondary) or PEP 407 (elementary) Seminar (K-12 take both)	1
EdPM 327, 441, 445, or 471 Educational Policy	3
EPsy 321, 322 Educational Psychology (3 credits each)	6
Total Credit Hours	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 of Teaching practicum experience (if not taken in sophomore year) and application to program.

**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 endorse-

ments 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.

**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 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.

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 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.

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 193 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, instructional 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 that 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 that focus on early development and the learning environment.

Early childhood education incorporates theory, practice, and research that 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 to 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 that 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 that 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, and Gresham.

The Resident Teacher Master's Degree Program was judged the 1982 Distinguished Program in Education by the National Association of Teacher Educators.

**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 appointment jointly 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-to-four-week combination of seminars and workshops convenes in August prior to the opening of public school. Resident teachers also attend seminar sessions throughout the school year. Course work may include the following 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.

**Please 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 interpret effectively and can 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. (See p. 200.)

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 other.

**Please 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 the Handicapped (SpEd 486).

Diagnosis of Basic Skills (SpEd 465).

Communication and Counseling for Teachers of 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 small-group instruction 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:

	Credit Hours
Requirements	
SpEd 480(G) Reading Instruction for the Handicapped	3
SpEd 481(G) Language Arts Instruction for the Handicapped	3
SpEd 482(G) Math Instruction for the Handicapped	3
	<u>9</u>
SpEd 409(G) Practicum I—Small Groups	3
SpEd 409(G) Practicum II—Small Group	4
SpEd 525 Final Supervised Field Experience	5
	<u>12</u>
SpEd 462(G) Psychology of Exceptional Child	3
SpEd 485(G) Behavior Management	4
SpEd 407(G) Communication & Counseling Exceptional Child	3
SpEd 407(G) Career Education for the Handicapped	2
	<u>12</u>

**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
	<u>21</u>

Applicants to the Handicapped Learner Endorsement Program must meet the general University requirements for graduate admission. 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:

	Credit Hours
Requirements	
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 Exceptional 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 school 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.

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 normally is 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 admission 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 408. Workshop.** Credit hours to be arranged.

**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 P/N only.

**ESCAPE: Public Schools. 1-9 credit hours.** Course credit for volunteer work with students in the public schools.

**ESCAPE: Middle Schools. 1-5 credit hours.** Course credit for volunteer work with students.

**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 preservice 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 189 for a summary of complete program requirements.

**EIEd 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.

**EIEd 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.

**EIEd 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 EIEd 333 Mathematics, EIEd 335 Reading, EIEd 409 Elementary Teaching Practicum I. Prerequisite: Admission to the program.

**EIEd 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 EIEd 341 and EIEd 342 or 343.

**EIEd 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.

**EIEd 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.

**EIEd 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.

**EIEd 342. Teaching Mathematics in the Primary Grades. 3 credit hours.** Prerequisites: EIEd 333 Teaching Mathematics in the Elementary School.

**EIEd 343. Teaching Mathematics in the Intermediate Grades. 3 credit hours.** Prerequisite: EIEd 333 Teaching Mathematics in the Elementary School.

**CI 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 paraprofessional 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 P/N only.

**Please note:** Each student will complete both a primary- and an intermediate-level practicum. During interview students will be asked to indicate preference for primary or intermediate teaching as their final goal. If final goal is primary teaching, for example, choose an Intermediate level for Practicum I. This will then make it possible to coordinate specialized primary reading course work with Teaching Practicum II. The reverse is true if interest is 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.** The nature of the reading process for beginning reading or an analysis of various instructional approaches; continues study of topics introduced in EIEd 335, including further explanation of word recognition instruction, comprehension instruction, diagnosis and assessment, materials, instructional procedures, classroom organization, and program implementation. Prerequisites: EIEd 335 and field experience.

**EIEd 432. Teaching Reading in the Intermediate Grades. (G) 3 credit hours.** Furthers 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.

**EIEd 507. Seminar in Student Teaching: Elementary. 1 credit hour.** Taken in conjunction with student teaching.

## Secondary Teaching: Basic Certification

**Please 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, consult 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 P/N.

**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.

**ESCAPE: Strategies and Reading. 2-3 credit hours.** Pursue particular interests or subject matter in cooperation with practicing teachers who share interests.

**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 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. P/N 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.)

**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.

**Please 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) 3 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.** Chaille.

**Teaching in the Kindergarten. 3 credit hours.** Pappas.

**CI 409. Practicum: Teaching Reading I: Elementary, Primary, Intermediate, or Secondary. 2-3 credit hours.** Offered concurrently with courses leading to Basic reading endorsement.

**CS 410. Microcomputers in Education. (g) 1 credit hour.** A personal, self-instructional, interactive experience between learner and microcomputer to give inservice and preservice 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. Experimental Course. (G)** Credit hours to be arranged. The following topics are currently offered with credit as noted.

**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.

**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.

**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 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 story-telling, 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 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 P/N 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.

**CI 428. Psychology of Reading Instruction. (G) 3 credit hours.** Nature of the reading process; factors of learning and development 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 of and analysis of various instructional approaches; continues study of topics introduced in EIED 335, including further explanation of word recognition instruction, comprehension instruction, diagnosis and assessment, materials, instructional procedures, classroom organization, and program implementation. Prerequisites: EIED 335 and field experience.

**CI 432. Teaching Reading in the Intermediate Grades. (G) 3 credit hours.** Furthers 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, kodalith, 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 that 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 that focus on association learning, conceptualization, and creative self-direction; organization of the programs for individual learning; critical evaluation of instructional levels.

**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.

**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.

**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.**

**Current Topics in Education. 2 credit hours.**

**Curriculum for the Gifted Child. 3 credit hours.**

**Curriculum in Early Childhood Education. 3 credit hours.** Pappas.

**Democratic Practices in the Classroom. 3 credit hours.** Hesse.

**Designing Educational Research. 3 credit hours.** Gall.

**Existentialism and Education. 3 credit hours.** Bowers.

**Facilitating Inquiry in the Classroom. 3 credit hours.** Harris.

**History of Reading. 3 credit hours.**

**Ideology and Education. 3 credit hours.** Bowers.

**Infant and Child Development. 3 credit hours.** Pappas.

**Instructional Systems Design. 3 credit hours.** Gall.

**Intellectual Freedom. 3 credit hours.** Latham.

**Issues in Early Childhood Education. 3 credit hours.** Chaille.

**Language Development and Early Childhood Education. 3 credit hours.** Pappas.

**Middle Schools Issues and Planning. 3 credit hours.** Pataniczek.

**Models of Teaching. 3 credit hours.** Harris.

**Organization and Administration of Early Childhood Education Programs. 3 credit hours.** Chaille.

**Politics of Knowledge. 3 credit hours.** Bowers.

**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 of Teacher Training.** 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.**

**Instructional Development Projects. 3-9 credit hours.** Ferrington.

**Marginal Youth.**

**Public School.**

**Professional Internship in Instructional Technology.**

**Supervision**

**Teaching Disadvantaged.**

**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 or 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. P/N 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 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: EIED 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 or 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.

**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 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.

**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.

**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.

**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.

**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.

## Courses Offered in Special Education (Exceptional Learner)

### Upper-Division Courses Carrying Graduate Credit

**SpEd 405. Reading and Conference. (G) 3 credit hours.** 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. Behavioral 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.** Handwriting, spelling, written expression, and language instruction for the mildly and moderately handicapped; instructional steps 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; 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 student conducting a behavior-change gram.

**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.

**Advanced Design of Instruction. 3 credit hours.**

**Analysis of the Published Literature on Exceptional Children. 3 credit hours.**

**Assessment of Exceptionality. 3 credit hours.**

**Compliance Training. 3 credit hours.**

**Controversies in the Exceptional Learner Literature. 3 credit hours.**

**Critique and Report Writing. 3 credit hours.**

**Historical and Legislative Basis for Special Education. 3 credit hours.**

**Hyperactive Child. 3 credit hours.**

**Law and Special Education. 3 credit hours.**

**Learning and Cognitive Performance of the Developmentally Deviant. 3 credit hours.**

**Pro Seminar. 1 credit hour.**

**Social-Cultural Aspects and Rehabilitation of Developmentally Deviant. 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 supervisor will work with trainees in the handicapped learner endorsement program involved in tutorial or small group instructional practica. 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 purpose 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. 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. 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. 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. 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

### 351 Clinical Services Building

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## 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 graduate teaching fellows. 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 the 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.

**(Please note:** Endorsement programs to work with the mildly handicapped are offered within the Division of Teacher Education. See p. 191.)

**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) recommendation 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, 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:

Course	Credit
SpEd 407 (G) Habilitation of the Severely Handicapped <sup>4,5</sup>	3
SpEd 407 (G) Language Intervention for the Severely Handicapped	3
SpEd 485 (G) Behavior Management of Exceptional Children	4
SpEd 490(G) Issues in Early Education of the Handicapped <sup>3,5</sup>	3
SpEd 491(G) Curriculum Programming for the Severely Handicapped I	3
SpEd 492 (G) Issues in Secondary Programming for the Severely Handicapped <sup>1,5</sup>	3
SpEd 501 Research Design in Special Education	3
SpEd 507 Curriculum Programming for the Severely Handicapped II	3
SpEd 507 Legal and Organizational Issues	3
SpEd 507 Transdisciplinary Approaches <sup>2,5</sup>	3
SpEd 562 Advanced Psychology of Exceptionality	3
SpEd 409/509 Practicum (2 or 5 hours each)	10
SpEd 426/526 Final Supervised Field Experience	12
Total hours required	50

<sup>1</sup> Required for elementary and secondary emphasis

<sup>2</sup> Required for pre-primary and elementary emphasis

<sup>3</sup> Required for pre-primary emphasis

<sup>4</sup> Required for secondary emphasis

<sup>5</sup> 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 that 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 non-categorical, 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 student's 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.

**General Master's.** 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.

**Doctoral Program in Developmental Disabilities.** 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.**

**Habilitation of the Severely Handicapped. (G) 3 credit hours.**

**Services for Multiple Handicapped. (G) 3 credit hours.**

**Writing Individual Educational Programs (IEPs). (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.

**Severely Handicapped I. (G) 2-15 credit hours.**

Supervised experience teaching severely handicapped individuals. For students in the Severely Handicapped Learner endorsement sequence.

**Severely Handicapped II. (G) 2-15 credit hours.**

Supervised experience teaching severely handicapped individuals. For students not in the endorsement program.

**Adult Services. (G) 2-10 credit hours.** Supervised field experience with developmentally disabled adults in community service settings. For students in the Adult Services Program.

**Practicum in Developmental Disabilities. (G) 2-15 credit hours.** Field experience in school and community settings serving severely handicapped individuals. For students not enrolled in the Severely Handicapped Learner endorsement program.

**Practicum Experience with Young Handicapped Children. (G) 3-9 credit hours.** Provides opportunities for observation and participation in ongoing programs for young handicapped children; a three-term sequence beginning with observation and individual training and moving to group and classroom management supervision.

**SpEd 426. Final Supervised Field Experience: Severely Handicapped Learner. (G) 15 credit hours.** Requires full-time involvement in the 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 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 students conducting a behavior-change program.

**SpEd 490. Issues in Early Education of the Handicapped. (G) 3 credit hours.** Includes assessment, program development, teaching methodology and designing learning environments for the young severely handicapped. Presents normal development of chronological age four in motor, language, self-help, social, and cognitive skills. Reviews early intervention programs.

**SpEd 491. Curriculum Programming for the Severely Handicapped I. (G) 3 credit hours.** Presents program development and reviews curricula appropriate for the severely handicapped in the academic content areas of reading, mathematics, and related areas. Emphasizes functional academic skills. Prerequisite: SpEd 490.

**SpEd 492. Issues in Secondary Programming for the Severely Handicapped. (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 in Special Education. 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, and research design. Students will develop proposals for the thesis or field study.

**Research with Young Handicapped Children. 3-9 credit hours.** Three-term sequence for review and 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.**

**Curriculum Programming for the Severely Handicapped II. (G) 3 credit hours.**

**Grant Writing Approaches and Project Management. 3 credit hours.**

**Legal and Organizational Issues. (G) 3 credit hours.**

**Transdisciplinary Approaches. 3 credit hours.**

**The Young Handicapped Child. 3 credit hours.**

**Strategies for Parental Involvement and Education. 3 credit hours.**

**Independent Living. 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.**

**Rehabilitation Proseminar. 3 credit hours.**

**Rehabilitation Overview. 3 credit hours.**

**Rehabilitation Measurement. 3 credit hours.**

**Social Competence and Mental Retardation. 3 credit hours.**

**Social Consequences of Disabilities. 3 credit hours.**

**Rehabilitation Program Planning and Evaluation. 3 credit hours.**

**Rehabilitation Personnel Management. 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.

**Practicum in Developmental Disabilities. 2-15 credit hours.** Field experience in school and community settings serving severely handicapped individuals. For students not enrolled in the Severely Handicapped Learner endorsement program.

**Practicum Experience with Young Handicapped Children. 3-9 credit hours.** Provides opportunities for observation and participation in ongoing programs for young handicapped children; a three-term sequence beginning with observation and individual training and moving to group and classroom management supervision.

**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 a minimum of three organized lectures, critiqued by instructor and other college staff.

**Practicum Research. 1-6 credit hours.** Participation in the design of research and data collection in practicum settings in the field or as part of larger, ongoing research projects.

**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. 15 credit hours.** Requires full-time involvement in the 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

The undergraduate 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, hearing, and language—normal and disordered.
- (2) to provide basic training, 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 credit hours	42	

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
SeEd 436 Secondary Educational Media	2
EPsy 321 Human Development and Group Process	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 Perspective	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
EEd 335 Teaching Reading in the Elementary School	3
SeEd 469 Teaching Reading and Writing in the Secondary School	3
SpEd 480 Reading Instruction for the Handicapped	3
SPA 425 Final Supervised Field Experience	15

Although not required for the Basic endorsement, it is suggested that a course in exceptional children 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 receives graduate credit are graded (A, B, C, D, or No-Pass) except SPA 501, 503, 509, which must be taken P/N. 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 P/N basis.

### Admission as an Official Undergraduate Major

Students intending to major in speech pathology and audiology should declare the major by that exact title as freshmen or transfer students. In all other cases, the Undergraduate Major/Professional Objective Change/Add Request form must be approved by the program director.

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 provides opportunities 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, Oregon Health Sciences University, Portland. The Developmental Delay Clinic is a multidisciplinary diagnostic clinic that 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 Oregon Health Sciences University, 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, pre-school 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 in Speech Pathology and Audiology

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 programs. 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 are available 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 267-269 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. (G)** The following seminar topics are offered with credits noted.

**Manual Communication: Beginning, Intermediate, Advanced Sign Language. 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.

**Observation. 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.

**SPA 474. Speech and Hearing Methods in the Schools. (G) 3 credit hours.** Specific methods related to remediation of language and speech disorders or 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

**Please 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 Diagnosis and Remediation. 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 demonstration 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, neurophysiology, 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 Language Processing. 3 credit hours.** The role of auditory processing in language and learning disorders.

# Division of Educational Policy and Management

**234 Education Building**  
**Telephone 686-5173**

**Robert Mattson, Associate Dean**  
**Connie Hixson, Administrative Assistant**

## Instructional and Research Faculty

Max G. Abbott, Ph.D., Professor (identification and development of administrator skills, administrative theory). B.S., 1949, M.S., 1951, Utah State; Ph.D., Chicago, 1960.

Jane Arends, Ph.D., Senior Research Associate (personnel and program administration and evaluation). B.A., Whitman College, 1962; M.S.T., Portland State, 1965; Ph.D., Oregon, 1975.

Gerald K. Bogen, D.Ed., Professor (higher education). B.A., Western Washington, 1959; M.S., 1961, D.Ed., 1963, Oregon.

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., Director of Graduate Studies, Professor (organizational change). B.S., 1951, M.S., 1955, Utah; Ed.D., California, Berkeley, 1957.

Werrett W. Charters, Jr., Ph.D., Professor (research on schools and school administration). B.A., DePauw, 1944; Ph.D., Michigan, 1952.

John deJung, Ed.D., Professor (institutional research, measurement and evaluation design). B.A., Montana, 1951; M.A., 1954, Ed.D., 1957, Syracuse.

Kenneth E. Duckworth, Ph.D., Director, Center of Educational Policy and Management, Senior Research Associate (sociology of education, socialization for work). B.A., 1965, Harvard; M.A., 1975, Ph.D., 1976, Stanford.

Diane Dunlap, Ph.D., Assistant Dean, Research Associate (work design, higher education). B.S., Southern Oregon, 1975; M.S., Western Oregon State, 1978; Ph.D., Oregon, 1980.

C. H. Edson, Ph.D., Associate Professor (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 (personnel administration, school surveys, inservice education, superintendency). B.S., Oregon, 1941; M.A., 1948, Ed.D., 1953, Washington State.

Robert D. Gilberts, Ph.D., Dean, Professor (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 (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 (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 (higher education). B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon.

Ellen Kehoe, Ed.D., Research Associate (politics of education, educational finance). B.A., Vassar, 1976; M.B.A., 1978, Ed.D., 1981, Rochester.

John E. Lallas, Ed.D., Executive Dean, Professor (higher education). B.A., Washington, 1947; B.A., Western Washington, 1952; Ed.D., Stanford, 1956.

Robert H. Mattson, D.Ed., Associate Dean, Professor (educational administration and special education). B.S., Montana State, 1949; M.A., State University of Iowa, 1959; D.Ed., Oregon, 1959.

Phillip K. Piele, Ph.D., Director, Information and Field Services, and ERIC Clearinghouse on Educational Management, Professor (voting behavior, law and education). B.A., Washington State, 1957; M.S., 1963, Ph.D., 1968, Oregon.

Nancy J. Pitner, Ph.D., Assistant Professor (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 (community college, personnel evaluation, communications). B.A., Linfield College, 1949; M.Ed., 1954, D.Ed., 1966, Oregon.

Philip J. Runkel, Ph.D., Professor, Education and Psychology (social psychology, organizational development and change, research methods). B.S., Wisconsin, Stevens Point, 1939; M.S., 1954, Ph.D., 1956, Michigan.

Richard A. Schmuck, Ph.D., Professor (social psychology, group processes, organizational change). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan.

Peg Ann Williams, Ph.D., Research Associate (grievance arbitration/contract language in collective bargaining agreements). B.A., 1971, J.D., 1975, Nebraska, Lincoln; Ph.D., Oregon, 1981.

Harry F. Wolcott, Ph.D., Professor, Education and Anthropology (anthropology and education). B.S., California, Berkeley, 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 state-approved programs for Basic and Standard certification of vice-principals, principals, assistant superintendents, and superintendents.

### Master of Science Degree

The Master of Science Program provides students with an introduction to graduate-level study and an opportunity to specialize in management studies or in educational policy and management. Admission decisions are based on an evaluation of all undergraduate and graduate transcripts, a score from the Miller Analogies Test (or an equivalent test approved in advance by the Division's Admissions and Awards Committee), a 600 word statement of the applicant's academic and vocational goals, and three letters of recommendation.

Students must complete no fewer than 45 graduate credit hours and maintain a B average in all courses taken for a grade. Of those hours, 36 must be earned in formal courses and 30 must be earned in DEPM. Credits earned from other institutions and programs may be transferable if the University's residency requirement (a minimum of 30 graduate credit hours taken over a minimum of two terms at the University) is met.

Students also must complete a synthesis paper or examination. Papers and examinations are graded by three faculty members appointed by DEPM's Director of Graduate Studies and must be fully acceptable to at least two of them.

## 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 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) an 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.

### 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 no more than two years and renewable no more than twice) is issued to those who have a master's degree from an approved institution and a recommendation from an approved institution to the effect that the candidate has demonstrated competence, or verified completion of required course work.

**A Standard Administrative Certificate** (good for five years) is issued to those who complete the required program of study, earn a recommendation from an approved institution, and have three years of appropriate experience while holding a Basic Administrative Certificate.

Admission to the Administrative Certification Program shall be granted to those who (1) verify completion of a master's degree or enrollment in a master's degree program in an approved teacher education institution, (2) submit a satisfactory score from either the Miller Analogies Test (ordinarily a raw score of 49 or higher) or the Test of Standard Written English (ordinarily a raw score of 41 or higher, converted score of 55 or higher), and (3) provide three letters of reference from previous employers or college instructors. Information on admissions procedures and required courses is available from the Director of Graduate Studies, Room 155, College of Education.

## Research and Development

The Center for Educational Policy and Management is funded by the National Institute of Education to support research and development about school policy and management regarding human resources that affect student educational outcomes. The Center's mission is to generate and disseminate knowledge that will be useful to local policy makers and educational professionals in their attempts to improve the quality of schooling.

The Center supports research and development projects that promise to contribute to the development of a general paradigm of linkages between policy and management and student outcomes and that address one or more of the following program themes: Administrative Leadership, Staff Development, and Secondary School Organization. Although only program-related projects are supported, there are no limitations on the kinds of research and development strategies that can be employed. The Center attempts to maintain a diverse portfolio of empirical studies, syntheses of prior research, state-of-the-art papers, and action-research and experimental projects.

**Program on Administrative Leadership.** This program focuses on administrative practices that are successful in improving or sustaining the quality of the school's product—the educated students. Projects are built on substantial research literature on effective teaching and schools, which implies the importance of district and school policy and of supervision and support of classroom work. The study of administrative leadership in the school's instructional program requires understanding of various factors affecting such leadership. Examples of such factors are the political realities of teacher unionization, law and regulation of school programs, parent preferences, and characteristics of the administrative profession.

**Program on Staff Development.** This program focuses on in-service training for teachers and administrators to improve educational outcomes for students. Of particular concern are in-service efforts that aim to modify or strengthen teacher and administrator work in terms of agenda (objectives and programs), resources (knowledge and skills), and incentives (rewards and sanctions). Staff development activities sponsored by states, professional associations, school districts, and institutions of higher education appear to be numerous and diverse; the fidelity of such activities to district policy and management aims and the effectiveness of such activities in terms of classroom practice and productivity are matters in question in this research and development program.

**Program on Secondary School Organization.** This program includes research and development on district- and school-level organization of student work at the secondary level. Prior research in this general area, although limited, suggests a complex scenario of organizing student work in secondary schools: district and school policies encompass a broad array of instructional goals; departmentalization of the curriculum adds structural complexity to the problem of instructional coordination; academic requirements vary from place to place, and the student becomes a problematic member of the school organization.

## 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 that 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 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.

**Current Issues in Higher Education. 1 credit hour.** Staff.

**Financing Higher Education.** Credit hours to be arranged. Hawk.

**Historiography of American Education. 3-5 credit hours.** Edson.

**History of Childhood and the Family. 3-5 credit hours.** Edson.

**History of Higher Education. 3-5 credit hours.** Edson.

**Internship. 1-6 credit hours.**

**Personnel Evaluation. 2 credit hours.**

**School Business Law. 3 credit hours.** Piele.

**School Law Research I: Bibliography. 3 credit hours.** Piele.

**School Law Research II: Methodology. 3 credit hours.** Piele.

**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 that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimization, regulation, integration, adaptation. Abbot.

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.

**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 that 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, states, and administrative rules. Prerequisite: EdPM 524.

**EdPM 530. Higher Education in Developing Countries. 3 credit hours.** 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. Discussion of primary sources and contrasting interpretations will attempt to relate schools to changes in urban politics and socioeconomic 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.

**EdPM 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 of 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 referendum: 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 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

1761 Alder Street, Room 103

Telephone 686-5501

Wesley C. Becker, Associate Dean

Sally George, Administrative Assistant

### Counseling Faculty

Gerald D. Kranzler, Ed.D., Coordinator, Counseling and Acting Director, DeBusk Memorial Center, Professor (rational emotive counseling). B.S., Jamestown College, 1956; M.Ed., 1959, Ed.D., 1964, North Dakota.

Martin H. Acker, Ph.D., Professor (human sexuality, corrections). B.A., Brooklyn, 1943; M.A., 1953, Ph.D., 1963, New York University.

Gordon A. Dudley, Ed.D., Associate Professor (psychodynamic theory and procedures). B.A., Kalamazoo, 1956; M.A., Colorado, 1959; Ed.D., Harvard, 1971.

Richard D. Freund, Ph.D., Assistant Professor (research methods, community college counseling, cognitive theory). B.A., Brown, 1966; Ph.D., Stanford, 1971.

William Kirtner, Ph.D., Director, University Counseling Center, Associate Professor (college counseling). A.B., 1950, M.A., 1955, Ph.D., 1959, Chicago.

John W. Loughary, Ph.D., Professor (career development, learning systems development). B.S., Oregon, 1952; M.A., 1956, Ph.D., 1958, Iowa.

Raymond N. Lowe, Ed.D., Professor (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 (psychology and career development of women, assessment). B.A., Swarthmore, 1956; M.A., 1961, Ph.D., 1965, Boston.

Carol Lynn Morse, Ph.D., Instructor (family education and counseling). B.S., 1970, M.S., 1974, Ph.D., 1980, Oregon.

Vivian Olum, Ph.D., Associate Professor, 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 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 (developmental counseling, social-philosophic foundations, minorities). B.S., 1953, M.A., 1954, Xavier; Ph.D., Notre Dame, 1958.

Linda Sherman, Ph.D., Assistant Professor (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., Associate Professor and Counselor, University Counseling Center (cognitive restructuring). B.A., 1956, M.A., 1960, Ph.D., 1963, Minnesota.

Saul Toobert, Ph.D., Associate Professor, Counselor 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 (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 (community-college counseling). B.A., Oregon State, 1964; M.S., 1971, Ph.D., 1975, Oregon.

### Educational Psychology Faculty

Wesley C. Becker, Ph.D., Associate Dean, and Professor (clinical psychology, behavioral analysis research, measurement, teaching methods). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford.

Henry F. Dizney, Ph.D., Acting Coordinator, Educational Psychology, Professor (measurement and research, educational evaluation). B.S., Southeast Missouri State, 1954; M.Ed., Wayne State, 1955; Ph.D., Iowa, 1959.

Lloyd L. Lovell, Ph.D., Professor (human development, giftedness, philosophy of science, perception). B.A., Lawrence, 1947; M.S., Minnesota, 1951; Ph.D., Cornell, 1955.

C. Sue McCullough, Ed.D., Director of School Psychology Program, Assistant Professor (school psychology, behavioral analysis, child development). B.S., Butler, 1966; M.A., 1976, Ed.D., 1980, Ball State.

Arthur Mittman, Ph.D., Professor (measurement and research, psychometrics). B.A., 1947, M.S., 1950, Ph.D., 1958, Iowa.

Janet Moursund, Ph.D., Associate Professor (learning, research design). B.A., Knox, 1958; M.S., 1961, Ph.D., 1963, Wisconsin.

Richard J. Rankin, Ph.D., Professor (psychometrics, learning and motivation, human development). B.A., 1953, M.A., 1954, Ph.D., 1957, California.

Richard A. Schmuck, Ph.D., Professor; Research Associate, Center for Educational Policy and Management (social psychology, group processes, organizational development). B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan.

Herbert H. Severson, Ph.D., Assistant Professor (behavior modification, biofeedback, personality assessment). B.S., Wisconsin State, 1969, Ph.D., 1973, Wisconsin, Madison.

### Adjunct 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 (educational research and development, instructional design, teacher training and research). B.A., 1963, M.Ed., 1963, Harvard; Ph.D., California, Berkeley, 1968.

Alexander C. Granzin, Ph.D., Adjunct Assistant Professor (school psychology). B.A., New Orleans, 1967; M.A., 1971, Ph.D., 1975, Oregon.

Gregoria Halley, Ph.D., Assistant Professor (early childhood special education assessment). B.S., 1959, M.S., 1967, Southern Connecticut State; Ph.D., Oregon, 1974.

Fred N. Kerlinger, Ph.D., Professor (educational psychology, research methods, multivariate analysis, measurement and evaluation, learning theory and teaching). B.S., New York University, 1962; M.A., 1951, Ph.D., 1953, Michigan.

Stan C. Paine, Ph.D., Adjunct Assistant Professor (behavior theory and school application). B.A., St. Cloud State, 1971; M.S., Southern Illinois, 1972; Ph.D., Oregon, 1978.

Catherine M. Porter, Ph.D., Assistant Professor (gerontology). B.S., Texas, 1962; M.A., Houston, 1966; Ph.D., Oregon, 1972.

Randall S. Sprick, Ph.D., Adjunct Assistant Professor (classroom management and remedial instruction). B.S., Portland State, 1973; M.S., 1974, Ph.D., 1979, Oregon.

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.

Applicants interested in school counselor certification may complete the program while pursuing the master's degree. Basic certification requirements may be completed during the first 24 credit hours required for the master's degree; standard certification requirements may be completed during the first 48 credit hours required for the master's degree.

**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 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 requires 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 both 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 1983 is February 15, 1983. (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, (4) rationale for seeking admittance to the Counseling Area, and (5) Graduate Record Examination scores. 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 "summers only" program is May 1. (Priority is given to working professionals in Oregon who are up-dating their credentials.)

The masters 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. For admission in September 1983, the deadline for receipt of completed application credentials is February 1, 1983. Notices of final disposition of applications are mailed by April 1.

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, some prior counseling-related academic work 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:

**Psychological Foundations.** Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, and learning theory, sociology, anthropology, and physiology.

**Social and Cultural Foundations.** Studies of ethnic groups, other cultures and cultural values. Such disciplines as the behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

**The Helping Relationship.** Courses on the philosophic base of the helping relationship, counseling theories, counseling procedures.

**Supervised Practice.** The counseling psychology faculty is committed to the practicum as the core experience in a master's degree program in counseling. Generic as well as specialized counseling experiences, both within the University community and 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 that 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 to 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 respect the dignity and worth of the individual, who strive for the preservation and protection of human rights, and who do so with concern for the best interests of clients, colleagues, students, research participants, and society.

The training program in counseling psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences that 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.

Some Graduate Teaching Fellowships are available. When positions are open, they will be advertised with notices through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in counseling psychology will be given priority. Also considered is the degree to which the work will benefit the student's program goals.

#### **DeBusk Memorial Center**

Gerald D. Kranzler, Ed.D., Acting Director  
1675 Agate Street: 686-3418

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.

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.

## 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 for 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 (1) human development, (2) educational measurement, evaluation, and research, and (3) 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.

### (1) 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.

### (2) Measurement, Evaluation, 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.

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 or Professor Rankin.

### (3) 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.

Some Graduate Teaching Fellowships are available. When positions are open, they will be advertised with notices through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in educational psychology will be given priority. Also considered is the degree to which the work will benefit the student's program goals.

## 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. Not offered 1982-83.

**CPsy 409. Practicum. (G)** 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. Staff.

**Secondary School Guidance.** Credit hours to be arranged. Supervised guidance and counseling experience in local secondary schools. Hultgren.

**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; intensive participation 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 at an introductory level; close supervision is required. 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 philosophical commitments that undergird the professional helper's interactions with clients who are coping with common problems encountered during the course of human development. Rousseve.

**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.

**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.

**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, Ripley.

**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.

**School Guidance Observation. 1 credit hour.** Observation of guidance programs in operation in local schools, and subsequent analytical discussion. Restricted to prospective school counselors who expect to earn credit in school guidance practica during winter and spring terms. (P/NP only). Hultgren.

**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 410. Exploring the Field of Counseling. (G) 3 credit hours.** Survey of the philosophy and background of the counseling profession. Includes an introduction to major theoretical orientations, procedures, and standards. Intended chiefly for upper-division and graduate students considering counseling as a possible career field. Rousseve.

**CPsy 410. Existential-Humanistic Themes in Counseling. (G) 3 credit hours.** Overview of existential-humanistic principles with applications to the work of counselors. Central themes in the Western humanistic tradition are examined with a view toward enriching the personal and professional development of students interested in human service careers. Rousseve.

**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.

**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.

**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. Not offered 1982-83.

**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 application of theory to the practice of vocational and educational guidance within diverse settings (schools, clinics, employment centers). Loughary, Ripley.

**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 that facilitate and burden constructive interaction, assessment of continuing group process, and groups in the larger social context. Acker.

## Graduate Courses

**CPsy 501. Research.** Credit hours to be arranged. P/N only. Staff.

**CPsy 502. Supervised College Teaching.** Credit hours to be arranged. P/N 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 P/N 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 P/N 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. Staff.

**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. Hultgren.

**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: CPsy 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.

**Child Psychotherapy. 3-6 credit hours.** Prerequisite: CPsy 510. Child Psychotherapy. 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 CPsy 510 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: Counseling Research Methods 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.

**Thesis Seminar. 1-3 credit hours.** Reviews 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/N 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.

**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. Acker, Sherman.

**Doctoral Proseminar. 3 credit hours.** Examination of critical issues in the profession and practice of counseling psychology. Loughary, Dudley. P/N 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.

**Research in Counseling. 3 credit hours.** Study and review of published models of research in the field with emphasis upon outcome, procedures, and problems. Sherman.

**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 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. Not offered 1982-83.

**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. Not offered 1982-83.

**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. Not offered 1982-83.

**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. Not offered 1982-83.

**Child Psychotherapy. 3 credit hours.** Therapeutic treatment of the young child through the medium of play. Orientation is developmental psychology, particularly emotional development of the 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 that 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 that 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 that underlie counseling procedures. Staff.

## 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.**

**Tests for Teachers. 3 credit hours.** Dizney.

**Piaget in Psychology and Education. 3 credit hours.** Lovell.

**Development in Biofeedback, Self-Control, and Behavior Modification. 3 credit hours.**

**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—Educational Assessment. 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 made via waiting list 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 made via waiting list in division office. Severson, Rankin.

**Practicum in School Psychology—DeBusk. 3-12 credit hours.** For school psychology program graduate students only.

**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 work 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 600 clock hours of supervised time within a one-year period. McCullough.

**EPsy 410. Experimental Course. (G) 3 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. (G) 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.** McCullough.

**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 507. Low Incidence Handicapped Assessment. 3 credit hours.** Seminar in assessment of low incidence handicaps (e.g., blind, deaf-blind, multiple handicapped). McCullough.

**Nonparametric Techniques. 3 credit hours.** Dizney.

**Educational Psychology. 3 credit hours.** Dizney.

**Instructional Consultation, 3 credit hours.** Granzin.

**EPsy 508. Workshop.** Credit hours to be arranged.

**EPsy 509. Practicum.** Credit hours to be arranged.

**EPsy 509. Practicum: Assessment of Emotionally Handicapped Children. 3 credit hours.** Designed to acquaint the student with both theory and practice in the assessment of emotional handicaps. Students administer and interpret a variety of objective and projective tests. Prerequisite: knowledge of personality theory is highly desirable. Severson.

**EPsy 510. Experimental Course.** Credit hours to be arranged.

**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 516. Research Methods in Education I. 3 credit hours.** Issues in scientific method, review of models for research, descriptive research methods, and single-subject designs. Guest lectures by faculty engaged in research. Prerequisite: Prior or concurrent registration in EPsy 515 or equivalent. Gall.

**EPsy 517. Research Methods in Education II. 3 credit hours.** Analysis of variance statistical methods, with application to research methods in education and counseling. Use of computer programs for data analysis introduced. Analysis of published research. Prerequisite: EPsy 515 and EPsy 516 or equivalent. Kranzler, Mittman.

**EPsy 518. Research Methods in Education III. 3 credit hours.** Logic of multiple regression analysis and factor analysis; introduction to measurement theory and practice, and to principles of program evaluation. Evaluation of published research and practice in design of research studies. Prerequisite: EPsy 517 or equivalent. Rankin, Becker.

**EPsy 519. Research Methods in Education IV. 3 credit hours.** Survey of published research papers to illustrate the various types of designs that are most frequently used in educational research. Prerequisite: EPsy 517, EPsy 518, or consent of instructor. Rankin.

**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, 516, 517, 518, 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. Prerequisite: 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. McCullough.

**EPsy 554. Behavioral Consultation. 3 credit hours.** The course is designed to acquaint persons with the use of 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 psychomotor problems. Prerequisite: Consent of instructor. Rankin.



# College of Health, Physical Education, and Recreation

**104 Esslinger Hall**  
**Telephone 686-4103**  
**Dean, Celeste Ulrich**  
**Assistant Dean, Norval J. Ritchey**

The College of Health, Physical Education, and Recreation is responsible for courses in health education and physical education which meet the University's general education 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, human services, 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 teachers of physical education and health education; athletic coaches; directors of athletics; supervisors of health and physical education; community agency leaders, 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 professors 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 interdepartmental program within the college as well as concentrating on any one component of the college's offerings.

The College of Health, Physical Education, and Recreation offers several cross-discipline courses under the prefix **H Dev** (Human Development). These courses may be used to satisfy requirements for majors in dance, human services, health education, gerontology, physical education, and recreation and park management. The Human Development courses are listed in the catalog section of the departments that offer them.

## Dance

**161 Gerlinger Annex**  
**Telephone 686-3386**  
**Caroline G. Shell, Department Head**

### Faculty

Kenneth Aldrich, M.A., Assistant Professor (folk, ethnic, ballroom, Renaissance, Baroque) B.A., 1974, California State, San Bernardino, M.A., 1978, Oregon.

David M. Berkey, M.A., Assistant Professor (modern and ballet technique, improvisation, composition, ballet, history, teaching methods). B.S., 1974, Wisconsin, Stephens Point; M.A., 1976, California, Los Angeles.

Janet W. Descutner, M.A., Associate Professor (modern, notation, history, composition, dance cultures, pedagogy, basic rhythms, jazz, tap). B.A., 1963, M.A., 1965, Ohio State.

Bruno V. Madrid, M.Mus., Senior Instructor (accompaniment, composition, music for dance). B.Mus., Santo Tomas, Philippines, 1955; M.Mus., Oregon, 1963.

Joellen Meglin-Roan, M.F.A., Assistant Professor (modern and ballet technique, improvisation, composition, notation, body fundamentals, history, aesthetics). B.A., 1973, State University of New York, Binghamton; M.F.A., 1977, New York University.

Caroline G. Shell, Ph.D., Assistant Professor (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.

Susan Zadoff, Senior Instructor (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 350 people.

### Performing Opportunities

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 and carries academic credit. Numerous concerts on cam-

pus and tours throughout Oregon and the Northwest are held each year. The touring dance programs include concert performances as well as master-classes and lecture-demonstrations for public schools, colleges, universities, civic organizations, and community concert series.

**Additional Dance 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.

For students interested in musical theater, two outlets to perform in this idiom are available. The Song and Dance Troupe, co-sponsored by the School of Music, performs frequently both on campus and throughout Oregon. Musical theater productions in Robinson Theatre provide performance opportunities incorporating acting, singing, and dancing. These two experiences also carry academic credit.

### Nonmajor Programs

An interesting variety of dance experiences is available for general students for enjoyment and enrichment through the non-major dance program. Lower-division courses are generally beginning or elementary instruction, and upper-division courses offer intermediate and more advanced levels of instruction. These courses may be repeated once for credit. It is recommended that a student take each level twice before advancing to the next level.

The courses are numbered from DS 170 through DS 384; a list of courses offered each term may be found in the current *Time Schedule of Classes*. All DS courses will carry a small laboratory fee.

**LOWER-DIVISION DS DANCE CLASSES**

Modern Dance I (DS 170)  
 Improvisation (DS 171)  
 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)  
 Modern II (DS 270)  
 Ballet II (DS 272)  
 Ballet III (DS 273)  
 Jazz Dance II (DS 275)  
 Tap II (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 III (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.

**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, 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 that 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, 8 credits in studio and theory and 7 credits in lecture and theory; 9 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 majors and options must audition.** Failure to audition automatically eliminates a student from registration in professional (DP) courses. Auditions are held spring term and during New Student Week prior to registration. 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 freshmen 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 2.75 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. The 2.75 GPA includes all graded hours, plus P/N courses for which a student received an N. Any deficiencies in lower-division professional courses must be met either by proficiency examination or by completion of these courses. 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 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 required that a student 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. Students entering Fall 1982 and thereafter must meet the new cluster requirements of the University.

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 of 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 35 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 252), 3 credit hours; Movement Notation (DP 253), 3 credit hours; Intermediate Movement Notation (DP 254), 3 credit hours; Dance Production (DP 255), 3 credit hours; Modern Dance Lab (DP 292), 6 credit hours; Ballet Lab (DP 292), 4 credit hours; Folk Dance Lab (DP 192), 2 credit hours; Folk Dance Lab (DP 292), 2 credit hours.

Departmental requirements of upper-division courses are 41-44 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; 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 407[G]), as listed below with Dance Cultures of the World, Ballet from the Courts to Balanchine, 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 Cultures of the World (DP 452[G]), 3 credit hours, plus Film Seminar (DP 407[G]), 1 credit hour; Ballet from the Courts to Balanchine (DP 453[G]), 3 credit hours, plus Film Seminar (DP 407[G]), 1 credit hour; Evolution of Modern Dance (DP 454[G]), 3 credit hours, plus Film Seminar (DP 407[G]), 1 credit hour; Teaching Dance (DP 491[G]), 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 two:  
Movement: Acting I (TA 251), 3 credit hours  
Fundamentals of Speech (RhCm 121), 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 departmental 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 admittance to graduate programs in dance. See Master's Degrees below for specific undergraduate prerequisite areas.

**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). Deadline for application is April 1 of each year.

#### 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 competence equivalent to 2 years of study at the college level.

Master's-degree candidates who have not completed the following undergraduate courses or their equivalents prior to graduate study, will be admitted as post-baccalaureate students until these are completed:

Basic Rhythms (DP 152)  
Fundamentals of Rhythm (DP 252)  
Movement Notation (DP 253)  
Dance Production (DP 255)  
Dance Composition II (DP 352)  
Dance Accompaniment (DP 353)  
Music for Dancers (DP 358)

Prerequisite requirements may be waived by one of the following means: passing proficiency examinations provided by the department; presenting a certificate in Labanotation and Effort-Shape 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 493[G]), 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 452[G], 453[G], 454[G]), 3 credit hours per term;  
Seminar: Dance Films (DP 407[G]), 1 credit hour per term;  
Dance Composition: Group Forms (DP 455[G]), 3 credit hours;  
Teaching Dance (DP 491[G]), 3 credit hours;  
Administration of Dance in Education (DP 493[G]), 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 in Dance (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].

Six credit hours of Reading and Conference work are the maximum allowed for either the thesis or nonthesis 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.

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.

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.

**Master's Degree Program—Nonthesis Option (54 credit hours).** The nonthesis option requires: (1) a minimum of 36 credit hours selected from dance courses as defined in the Thesis Option above; (2) a minimum of 9 credit hours in another field of study which relates to dance; selection must be approved by the major adviser; and (3) 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, both a written examination and an oral examination 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.

#### Interdepartmental Master's Degree: Dance Emphasis

Through the selection of courses from the four departments and one 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 in dance.

**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 mini-

mum 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 to 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 to 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. Offered fall term only.

**DP 192. Dance Laboratory. 2 credit hours any term.** For professional students. Techniques in folk, ballet, pointe, 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. Prerequisite: DP 192 Modern or Ballet.

**DP 199. Elementary Modern Repertory. 2 credit hours.** Techniques of performance in modern dance. Repertory drawn from choreographers such as Humphrey, Taylor, Tamiris, as well as dance faculty. Prerequisite: DP 192 Modern.

**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. Prerequisite: DP 152.

**DP 253. Movement Notation. 3 credit hours.** Introduction to Labanotation. A study of the process of recording movement: includes concepts of spatial and temporal analysis, conversion of this analysis into graphic symbols, and reconstruction of movement patterns from Labanotated scores. 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. Introduces Effort-Shape, an adjunct notation system that describes movement dynamics: the performer's use of time, space, weight, and flow. Prerequisite: DP 253.

**DP 255. Dance Production. 3 credit hours.** Production problems of staging, lighting, and costuming for the dance concert. Offered fall term with a nongraded 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 292. Dance Laboratory. 2 credit hours.** For professional students. Intermediate dance technique in folk, ballet, pointe, modern dance, jazz, and tap. Prerequisite: DP 192 or equivalent; audition prior to registration.

**DP 351. Dance Composition I. 3 credit hours.** Introduction to self-composed dance movement as a tool to communication. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prerequisite: DP 153 and DP 252. DP 358 must be taken concurrently.

**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 252. Take concurrently with DP 491(G).

**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 that 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. Take concurrently with DP 351.

**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 408. Workshop.** Credit hours to be arranged. Includes performance in repertory companies, musical performance, student choreographies, and technical production work. Prerequisites: audition for performance classes; DP 255 for production work.

**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. (G) 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.  
Native American Dance Cultures. Descutner.  
Dance in Literature and the Arts. Descutner.

**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 nongraded concurrently with these courses.

**DP 407. 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 European and North American countries and regions. Prerequisite: concurrent enrollment in folk or ethnic dance course.

**DP 409. Practicum. (G) Credit hours to be arranged.**

**DP 410. Renaissance Dance. 2 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. Prerequisite: DS 172, Ballet I. Offered alternating years.

**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. Prerequisite: DS 172, Ballet I, or DP 407 Renaissance Dance. Offered alternate years.

**DP 452. Dance Cultures of the World. (G) 3 credit hours.** A survey of the function of dance in culture: how form, structure, and expressive content are derived from and related to worldview. Includes selected tribal cultures in Africa and North America, and dance forms of India, Bali, China, and Japan. Prerequisite: R 201, Anth 108. A nongraded 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 nongraded 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 nongraded 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. Includes two class meetings and one two-hour lab per week with all departmental studio space reserved for rehearsals. Prerequisite: DP 352 or consent of instructor.

**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. Offered alternate years.

**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 and DP 292.

**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, 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. P/N 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. Offered fall term only.

**DP 507. Seminar.** Credit hours to be arranged.

**DP 508. Workshop.** Credit hours to be arranged. Includes studio work in ballet, pointe, modern, folk, jazz, tap, 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; dance criticism.

# Gerontology

1607 Agate Street

Telephone 686-4207

Jeanne E. Bader, Director of the Center

## Participating Faculty

Jeanne E. Bader, Ph.D., 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.

C. Ross Anthony (Economics)

Jeanine Bennett (Physical Education)

Susan Bettis (Gerontology)

Delpha Camp (Gerontology)

Carl Carmichael (Communication)

Ned Christensen (Speech Pathology and Audiology)

Lorraine Davis (Health Education)

John Ewing (Gerontology)

Phyllis Ford (Recreation and Park Management)

Robert Hackman (Health Education)

Kathleen Halberg (Recreation and Park Management)

Harold Hawkins (Psychology)

Larry Horyna (Education)

Robert Kime (Health Education)

Peter Lewinsohn (Psychology)

Jeanne McGee (Sociology)

Warren Smith (Health Education)

Norman Sundberg (Psychology)

Saul Toobert (Counseling)

Marjorie Woollacott (Physical Education)

Edna Wooten-Kolan (Physical Education)

## Executive Committee

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)

Arnold Soderwall (Biology)

Norman D. Sundberg (Psychology)

Paul Swadener (Finance)

Clarence E. Thurber (International Studies)

The University of Oregon Center for Gerontology is a multidisciplinary 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.

The Certificate in Gerontology is also available throughout the academic year, at both the graduate and undergraduate levels. The University of Oregon Summer Session in Gerontology permits registrants to earn a Certificate at either the graduate or undergraduate level by enrolling for two successive summers. The descriptive booklet for Summer Session in Gerontology is available in November. Please write or call the University of Oregon Center for Gerontology for a copy.

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 the aging process and permits scholarly development of special interests through either research or field placement or both.

## 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 P/N practicums).

(2) Completion of the core courses: Perspectives in Aging (Gero 380), 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 382), 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 (HDev 471[G]), 3 credit hours  
Practicum in Aging (Gero 409), 15 credit hours  
Field and Theory Integration (Gero 409), 2 credit hours

(3) A minimum of 10 elected credit hours.

For the details of these requirements, students may write or call the Center for Gerontology. 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 Options 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 center.

## 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 (nonmatriculated) 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

### Undergraduate Courses

**Gero 380. Perspectives in Aging. 3 credit hours.** A survey of 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.

**Gero 381. Psychological Aspects of Aging. 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. Not offered 1982-83.

### 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.

**Gero 410. Experimental Course. (g)** Credit hours to be arranged.

**Gero 410. Diagnosis and Intervention in Clinical Gerontology. (g) 3 credit hours.** Assessment and treatment techniques for depression, schizophrenia, alcoholism, intervention for behavior change, decision-making, and cognitive perceptual restructuring. Prerequisite: Gero 380(g) or 9 hours of psychology or instructor's consent. Bettis.

**H Dev 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. Also recommended for gerontology and interdisciplinary students interested in adulthood. Bennett.

**Gero 410. Psychological Processes in Aging. (g) 3 credit hours.** Age-related changes over the life span including cognition, perception, motivation. Bader.

**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 380, or equivalent. Bader.

**H Dev 467. Social Dimensions of Leisure and Retirement. (G) 3 credit hours.** The concepts of leisure and retirement as potential social replacements for work and productivity in modern society. Philosophies of education for leisure and retirement. Halberg.

**H Dev 468. Organization of Senior Leisure Services. (G) 3 credit hours.** The scope of leisure service delivery for aging populations in theory and practice. Leisure services in senior centers, nursing homes, retirement communities, and volunteer programs. Halberg.

**H Dev 471. Health Aspects of Aging. (g) 3 credit hours.** 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.

**Gero 483. Sociological Aspects of Aging. (g) 3 credit hours.** Consideration of some of the structural and behavioral implications of older adulthood in modern society, and the social roles and social status of the aged.

**Gero 484. Preretirement Education. (g) 3 credit hours.** Preretirement education as an intervention in a crisis period of adult life, models and strategies of counseling preretirees in several problem areas of later life.

**Gero 485. Contemporary Problems in Death Education. (g) 3 credit hours.** An inquiry into various issues in dying, death, and bereavement; existing research, pertinent theory, relevant social organization and processes, and philosophical and ethical questions. Not offered 1982-83.

**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. Not offered 1982-83.

**Gero 487. Library Resources in Gerontology. (g) 3 credit hours.** Designed to help students gain a working knowledge of library reference and resource materials available within the subject of gerontology. Combines lectures and bibliographic exercises. Instructor's consent required. Not offered 1982-83.

**Gero 488. The Midlife Transition. (g) 3 credit hours.** Major life transitions common to middle aged adults; aspects of middle age such as coping skills, adaptation, stress, depression, aging and bereavement. The positive aspects of growing older, psychological frameworks relevant to the middle years. Prerequisite: 9 hours of psychology or educational psychology, or consent of instructor. Not offered 1982-83.

**Gero 490. 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. Prerequisite: Gero 380. Not offered 1982-83.

**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 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. Not offered 1982-83.

**Gero 510. Evaluative Research in Gerontological Settings. 3 credit hours.** The ethical issues of evaluative research. Not offered 1982-83.

**H Dev 510. Motor Characteristics in Adulthood. 3 credit hours.** Study of motor capabilities in individuals during the normal aging process from adulthood through old age. Concurrent field experience required for students seeking an area of specialization or concentration in adult development. Recommended for gerontology and interdisciplinary students interested in adulthood. Bennett.

**H Dev 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. Recommended for gerontology and interdisciplinary students interested in adulthood. Bennett.

**Gero 580. Personality and Aging. 3 credit hours.** Personality theories of normal and pathological aging: developmental, psychoanalytic, behavioristic, and social psychological. Not offered 1982-83.

**Gero 581. Confrontations of Death. 3 credit hours.** An experiential study that 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 senior and graduate students; instructor's consent is required. Graded P/N only. Ewing.

# Health Education

250 Esslinger Hall

Telephone 686-4119

Richard Schlaadt, Department Head

**Faculty**

Randall R. Cottrell. D.Ed., Assistant Professor (school health, stress, human sexuality). B.S., Bowling Green, 1973; M.Ed., Bowling Green, 1975; D.Ed., Penn State, 1982.

Lorraine G. Davis, Ph.D., Associate Professor (statistics, curriculum). B.S., 1965, M.S., 1967, Wisconsin-Lacrosse; Ph.D., Oregon, 1972.

Glenn M. Gordon, M.D., Adjunct Associate Professor (nutrition, diseases). B.A., Texas, Austin, 1946; M.D., Texas Medical School, 1947.

Robert M. Hackman, Ph.D., Assistant Professor (nutrition). B.A., Johns Hopkins, 1975; M.S., Pennsylvania State, 1977; Ph.D., California, Davis, 1981.

Judith H. Hibbard, D.Ph., Assistant Professor (community health programs, public health, women's health). B.S., 1974, California State, Northridge; MPH, California, Los Angeles, 1975; D.Ph., California, Berkeley, 1982.

Robert E. Kime, Ph.D., Professor (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin-LaCrosse; Ph.D., Ohio State, 1963.

S. Hugh Namekawa, Dr. P.H., Assistant Professor (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.

Richard G. Schlaadt, Ed.D., Professor (school health instruction, drug education, student teaching). B.S., Lewis and Clark, 1957; M.S., Illinois, 1958; Ed.D., Oregon State, 1966.

Warren E. Smith, Ed.D., Professor (world health, safety). B.S., Oregon, 1941; M.A., Michigan, 1947; Ed.D., Stanford, 1957.

Margaret J. Wiese, M.A., Associate Professor (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 that 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; athletic trainers; and commercial wellness programs.

**Oregon Student Association for the Advancement of Health Education**

This 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.

**Eta Sigma Gamma.** The Beta Lambda Chapter of Eta Sigma Gamma is a national health honorary. The membership is restricted to outstanding students in the health field.

**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 application 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  
1763 Moss Street; 686-5411

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 earn 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 38 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, health administrators at federal, state, and local levels, and with commercial business as wellness-program supervisors.

**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 16, 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, and gerontology.

In addition, several options are available. Students should also refer to the grading system (undergraduate) on page 15 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.

**Undergraduate Program Options**

All majors in health Education complete all of the Core Courses (124 hours).

Each student selects one of the following options: School Health, Community Health, or Gerontology.

A student may select Comprehensive Health Education, which involves completing all of the courses in two of the options; i.e., School Health and Community Health; School Health and Gerontology; or Gerontology and Community.

(A) School Health

Core .....	124 Hours
Option .....	37
Electives .....	25
	<hr/>
	186 Hours

(B) Community Health

Core .....	124 Hours
Option .....	45
Electives .....	18
	<hr/>
	187 Hours

(C) Gerontology

Core .....	124 Hours
Option .....	36
Electives .....	26
	<hr/>
	186 Hours

- (D) Comprehensive Options
- (1) Core + School + Community = 124 + 37 + 45 = 206
  - (2) Core + Community + Gerontology = 124 + 45 + 36 = 205
  - (3) Core + School + Gerontology = 124 + 37 + 36 = 197

**Core Courses—124 Hours**

<b>LOWER-DIVISION</b>	
Orientation to Health Education (HEP 199) ..	3
Written English (Wr 121 and 122, or 123, or 323) .....	6
Physical Education .....	5
Nutrition (HEP 252) .....	3
Personal Health (HES 250) .....	3
First Aid (HEP 260) .....	3
Arts and Letters (3 courses) .....	9
(RhCm 122, RhCm 124, Elective)	
Social Sciences (3 courses) .....	9
(Psychology, Sociology and/or Anthropology)	
Chemistry (Elementary or General) .....	12
Biology (Human or Animal) .....	9-12
Human Sexuality (HEP 251) .....	3
<b>UPPER-DIVISION</b>	
Anatomy (Bi 391, 392) .....	6
Human Physiology (Bi 321, 322) .....	6
Bacteriology (Bi 381, 382) .....	5
School and Community Mental Health (HEP 351) .....	3
Pathophysiology (HEP 352) .....	3
Community Health Problems (HEP 353) .....	3
Accident Prevention and Safety (HEP 361) ..	3
Introduction to Public Health (HEP 371) .....	3
Evaluation Procedures in Health (HEP 431) ..	3
Health Instruction (HEP 441) .....	4
Health Instruction Lab (HEP 407) .....	1
Social Health (HEP 451) .....	3
Environmental Health (HEP 454) .....	3
Consumer Health (HEP 455) .....	3
Drugs in Society (HEP 453) .....	3
Media in Secondary School (CI 435) .....	3
Microcomputers in Education (CIS 410) .....	1

**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, kindergarten through twelfth grade to prepare health education teachers for the middle, junior, or senior high school levels. The latter program is a combined teaching endorsement with other 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.

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 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.

Additional Requirements for Basic Teaching Certificate in School Health:

Course Title	Credits
School Health Issues (HEP 442) .....	3
School Health Coordinator (HEP 443) .....	3
Human Development and Education (EPsy 321) .....	3
Human Learning and Education (EPsy 322) .....	3
Reading and Writing in the Secondary School (CI 469) .....	3
Field Experience in Teaching (HEP 409) .....	3
Student Teaching Seminar (HEP 407) .....	1
Student Teaching (CI 417 Health) .....	15
One of the following: .....	3
Social and Cultural Foundation (EDP 327) Education in Anthropological Perspectives (EDP 407)	
History in American Education (EDP 411)	
Modern Philosophy of Education (EDP 445)	
Total .....	37

**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 pre-professional 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 competence 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 472[G]) 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 451[G]) 3 credit hours; Drugs in Society (HEP 453[G]);
- (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 441[G]), 4 credit hours **and** School Health Programs (HEP 442 [G]), 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 and increase employment opportunities for students. It includes a wide variety of school and community health courses, a community health practicum with on-the-job experience, a prestudent teaching field experience with school age children, and student teaching.

To complete the comprehensive health educator program, a student must take **two** of the options listed on page 220.

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 entry level career opportunity for people interested in a wide variety of community health settings. In order to meet the multidisciplinary demands of the community health profession, all community health majors will be exposed not only to community health related courses but also to courses such as business management, accounting, counseling, planning, communication and computer science.

Graduates of the program will be prepared to work in local and state health agencies and departments, voluntary agencies, health care institutions, business establishments, and other health related organizations.

In addition to the courses previously listed, every community health major must take the following courses:

Course Title	Credits
HEP 406(G) Economics of Health Care .....	3
HEP 406(G) Health Grantsmanship .....	3
HEP 406(G) Principles of Epidemiology .....	3
HEP 406(G) Community and Organizational Health Planning .....	3
HEP 407(G) Pre-Practicum Seminar .....	1
HEP 407(G) Practicum Seminar .....	1
HEP 409 Community Health Practicum .....	6
AC 221 Introduction to Accounting .....	3
Gero 480(g) Perspectives in Aging .....	3
CIS 131 Introduction to Business Information Processing .....	4
Mgmt 321 Management and Organizational Behavior .....	3
Mgmt 322 Human Resources Management .....	3
URP 350 Survey of Urban and Regional Planning .....	3
Coun 410 Counseling Techniques .....	3
Wr 321 Business and Technical Communication .....	3
Total required .....	36

**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 completes the basic core health education requirements, and the following:

Course Title	Credits
Perspectives in Aging (Gero 480[g]) .....	3
Psychological Aspects of Aging (Gero 482[g]) .....	3
<b>or</b>	
Psychological Process in Aging (Gero 410 [g]) .....	3
Social Aspects of Aging (Gero 483[g]) .....	3
Health Related Aspects of Aging (HEP 407[G]) .....	3
Introduction to Evaluation of Programs for the Elderly (Gero 410[g]) .....	3
Principles and Practices of Services for the Aging (Gero 410[g]) .....	3
Elective course or research or practicum with approval of gerontology adviser .....	6
Additional hours to be selected .....	12

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. This option is available to graduate students only.

#### **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 114.

#### **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 (HEP 361) 3 credit hours; Driver Education (HEP 467) 4 credit hours; Psychophysical Testing in Driver Education (HEP 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 (HEP 560) 3 credit hours; Psychology of Accident Prevention (HEP 561) 3 credit hours; Administration and Supervision of Driver Education Programs (HEP 562) 3 credit hours; Problems in Traffic Safety (HEP 563) 3 credit hours; Social Psychology (Psy 437G) 3 credit hours; Research (HEP 501) 3-6 credit hours; Thesis (HEP 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 predental hygiene students planning to transfer to the University of Oregon Dental School must take **all** courses for a grade.

Many predental 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 possibilities in education of community health. All predental 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 University 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 331, 332, 333)  
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 Mth 101 or equivalent skills

All inquiries regarding the program should be directed to Dr. Bayard McConnaughey, biology department, or Marliiss 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 that 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 that 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.

**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;
- (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.

**Please note:** The admission requirements for the Health Services Administration master's degree are listed on page 224.

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 \$25.00 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 understanding must be approved 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) Administrative 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
EdPsy 529 Advances 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
Community Health Practicum .....	12
Culminating Experience .....	0-9
Electives	
to Total Minimum 60 credit hours .....	9-18

(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 468(G) 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 454(G) Environmental Health .....	3
HEP 507 Principles of Epidemiology .....	3
HEP 507 Medical Care Organization .....	3
	<hr/>
	15

**Community Health Education Core**

HEP 507 Community Health Education: Programs, Planning, and Eval. ....	3
HEP 507 Instructional Methodology and Mater. in Com. Health Education .....	3
HEP 507 Health Grantsmanship .....	3
HEP 507 Community Organization for Health .....	3
HEP 507 Interpersonal Processes and Community Health Education .....	3
	<hr/>
	15

**Public Health Core.** Students must complete this 15-credit hour core of five courses covering four broad areas of public health. The core requirements 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.

Program Requirements	Credits
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, developed to meet the need for skilled health administrators and managers, offers graduate students a multidisciplinary approach to understanding and solving today's complex organizational and administrative problems of health services delivery and program development. The innovative curriculum, offered in cooperation with the College of Business Administration and the Wallace School of Community Service and Public Affairs, is designed to provide individuals with skills and knowledge required of professional administrators and managers in both public and private health-service-related organizations.

Graduates of the program should be able to perform effectively as administrators, directors, managers, and department heads in health-service-related organizations such as hospitals, extended-care facilities, group-practice clinics, health maintenance organizations, health-planning agencies, health-care-financing organizations, health-care-management consultant firms, neighborhood health centers, and other public and private health organizations and agencies.

In order to meet the rapidly changing needs of our health-care system and to insure marketability of the program's graduates, the curriculum contains flexibility and a limited student enrollment. Each student develops, special area of competence, e.g., financing, computers, marketing, personnel, clinic administration and planning. The limited student enrollment promotes a positive educational atmosphere via group cohesion and greater student-faculty interaction.

The program seeks those individuals who have health-care experience or an extensive knowledge of the health field and who are genuinely interested in working in an extremely demanding and challenging field.

**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 223 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.

**Curriculum.** The curriculum is five distinct areas of study in addition to residency and a final scholarly activity. The minimum credit hours required for a Master of Science Degree is 72. It is possible to complete all course work in one year (four terms) plus one term of residency.

**(1) Public Health Core:** Students in the program must complete a 13-credit hour Public Health Core, in four broad areas of public health. The core requirement reflects a commitment to the principle that individuals holding graduate degrees in the health sciences should have, 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. The graduate thus articulates effectively with individuals from a multitude of health disciplines, as well as with the lay public.

**(2) Reality-Based Experiences:** The program embraces the principle of reality-based experiences. Where feasible, the course work utilizes the case-study and critical-incident approaches. This experience, arranged to suit the individual needs and interests of the student, affords the opportunity to implement in actual work situations the principles, techniques, and procedures learned in the classroom. The field training requirement may be waived or modified for students having appropriate work experience in a health setting in an administrative or managerial capacity.

**(3) Health Services Administration Core:** Each program student is required to take 18 credit hours of basic health-administration-related courses. This is necessary to develop a basis for competence in the health-services-administration career. These courses encompass financial, legal, policy, planning, organizational and economic aspects of health administration.

**(4) Business and Public Management Sphere:** Contemporary health organizations demand application of business and public management concepts. To meet this demand, each student is required to take 15 credit hours of business and public management courses covering the areas of accounting, management concepts and personnel, all essential basic administrative skills.

**(5) Electives (area of specialization):** Minimum of 15 credit hours selected from a list of approved courses. These courses provide the basis for each student to develop a specialized area of competence.

Course	Credits
<b>PUBLIC HEALTH CORE:</b>	
HEP 406(G) Health Care System .....	3
HEP 406(G) Principles of Epidemiology .....	3
HEP 454(G) Environmental Health .....	3
HEP 531 Fundamentals of Statistics in Health .....	3
<b>or</b>	12
DSc 511 Introduction to Business Statistics .....	4

**HEALTH SERVICES ADMINISTRATION CORE:**

HEP 406(G) Medical Care Organization and Management ..... 3

HEP 406(G) Community and Organizational Health Planning ..... 3

HEP 406(G) Legal and Ethical Aspects of Health Care ..... 3

HEP 406(G) Federal Health Policies, Legislations and Programs ..... 3

HEP 507 Financial Management of Health Care Institutions ..... 3

Ec 439(G) Health Economics ..... 3

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**BUSINESS AND PUBLIC MANAGEMENT SPHERE:**

Actg 511 Accounting Concepts ..... 3

Actg 512 Accounting in Administration ..... 3

Mgmt 534 Human Resources Management ..... 3

Mgmt 541 Organization and Management Theory ..... 3

CSPA 544 Human Behavior in Public Organization ..... 3

**or** ..... 3

CSPA 554 Advanced Public Management ..... 3

**ELECTIVES (AREAS OF SPECIALIZATION):**

Minimum of 5 courses to be chosen from the following; alternate courses not listed below may be chosen with the approval of the student's adviser.

HEP 406(G) Health Grantsmanship

HEP 521 Research Methods in Health

CSPA 450(G) Public Financial Management

CSPA 460(G) Public Personnel Management

CSPA 528-9 Public Finance & Budgetary Administration

DSc 512 Introduction to Operations Analysis

Ec 476(G) Advanced Economic Theory

Finl 516 Financial Management

Mktg 511 Administration of the Marketing Function

Mgmt 539 Collective Bargaining

Mgmt 542 Organizational Decision-Making ..... 15

**ADMINISTRATIVE RESIDENCY** ..... 12

**Total credits** ..... 72

**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 for 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;

**(Please 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

**Please 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.

**HEP 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. Hackman or Wiesé. Does not satisfy University health education requirement.

**HEP 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. Staff. Does not satisfy University health education requirement.

**HES 400. SEARCH. 1-3 credit hours.**

### Professional Courses

**HEP 199. Introduction to Health Professions. 3 credit hours.** Basic survey; introduces school and public health education to majors and potential majors. Includes field experience. Cottrell.

**HEP 199. Personal Health and Human Sexuality. 3 credit hours.** Cottrell. 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.

**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. Hibbard.

**HEP 373. Public Health Data Management. 3 credit hours.**

**HEP 405. Reading and Conference.** Credit hours to be arranged.

**HEP 406. Special Problems.** Credit hours to be arranged.

**HEP 407. Seminar.** Credit hours to be arranged.

**HEP 408. Workshop.** Credit hours to be arranged.

**HEP 409. Practicum.** Credit hours to be arranged. College and health-related service agencies. Advance registration required.

**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: HEP 260, or equivalent first aid certification. Staff.

**HEP 467. Driver Education. 4 credit hours.** Use of teaching devices. Development of instructional units, behind-the-wheel instruction. Offered spring term. Staff.

### Upper-Division Courses Carrying Graduate Credit

**HEP 406. Special Problems. (G) 3 credit hours:**

**Psychoactive Drugs.** Miller.

**Economics of Health Care.** Staff.

**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.

**HEP 407. Seminar.** Credit hours to be arranged.

**HEP 407. Seminar: Applied Health Professions in Contemporary Society. (G)** Credit hours to be arranged. White.

**HEP 407. Seminar: Health Instruction Lab. (G) 1 credit hour.**

**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, 353, and Health Instruction Lab. Schlaadt, Cottrell.

**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. Cottrell.

**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, Cottrell.

**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, Cottrell.

**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 interrelationship 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 teachers in the use of driver simulation, psychophysical testing, and multi-media equipment. Not offered 1982-83.

**H Dev 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. Namekawa, Hibbard.

### Graduate Courses

**HEP 501. Research.** Credit hours to be arranged.

**HEP 502. Supervised College Teaching.** Credit hours to be arranged.

**HEP 503. Thesis.** Credit hours to be arranged.

**HEP 505. Reading and Conference.** Credit hours to be arranged.

**HEP 506. Special Problems.** Credit hours to be arranged.

**HEP 507. Seminar.** The following seventeen seminars are scheduled with credits as noted.

**Advanced Statistics in Health. 3 credit hours.**

Prerequisite: HEP 531 Fundamentals of Statistics in Health, or consent of instructor. Davis.

**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. Hibbard or Namekawa.

**Interpersonal Processes and Community Health Education. 3 credit hours.** Not offered 1982-83.

**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. 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. Hibbard.

**Health Planning. 3 credit hours.** Namekawa or Hibbard.

**Community Organization for Health. 3 credit hours.** Basic philosophy, principles, methods, and procedures in community organization and development for health efforts. Hibbard.

**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. Hibbard or Namekawa.

**Legal Aspect 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; 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.

**Community Health Education: Programs, Planning, Evaluation. 3 credit hours.** Theory and programming. Formulation of operational and behavioral objectives, educational methodology, learning theory, barrier identification, community resources for health education efforts, and evaluation techniques.

**Interpersonal Processes and Community Health Education. 3 credit hours.** Role-playing, group simulation, confrontations, case history illustration, and analysis to study strategies to effect changes in individuals and groups concerning health behavior. Decision-making, problem-solving, communication skills, conflict resolution, and evaluation.

**Health Planning. 3 credit hours.** Concepts and methods of community, regional, and national health planning. Social, economic, structural, and political aspects of the planning agencies; budgetary and political constraints; accountability; determination of needs; utilization forecasting, and feasibility of implementation. Hibbard, Namekawa.

**HEP 509. Practicum.** Credit hours, time, and place to be arranged. Advanced registration required. 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.** Not offered 1982-83.

**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 inservice programs, determination of priorities, and interpretation of roles of school-health coordinators. Schlaadt or Cottrell.

**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.** Not offered 1982-83.

**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. Hackman or Gordon.

**HEP 554. Recent 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. 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. Gordon.

**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. Staff.

**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.

## Human Services

**105 Hendricks Hall  
Telephone 686-3803  
Sally Fullerton, Department Head**

### Faculty

Robert Coiner, Ed.D., Acting Director, University and Community Action, Assistant Professor (poverty issues, theory-practice integration, organizational development and change, personnel training). B.S., 1967, M.S., 1969, Ed.D., 1975, Oregon.

Sally Fullerton, Ph.D., Associate Professor (human service delivery, mental health, interpersonal relationships). B.S., Oregon State, 1956; M.A., Cornell, 1960; Ph.D., Oregon, 1970.

Duncan Lindsey, Ph.D., Associate Professor (research methodology and data analysis, children and youth services, sociology of science). B.A., U.C. Santa Cruz, 1969; M.A., Antioch College, 1971; Ph.D., Northwestern University, 1973; Post-Doctoral Fellow, Cornell University, 1977.

Anita Runyan, Ph.D., Director, University and Community Action, Associate Professor (preventative mental health, human services delivery, field instruction). B.S., Pacific Union College, 1956; M.S., 1968, Ph.D., 1972, Oregon. On leave 1982-83.

Kenneth Viegas, M.S.W., Director, Master's Program in Corrections, Associate Professor (administration of justice, social work). B.S., Oregon, 1956; M.S.W., U.C. Berkeley, 1963.

This new Department of Human Services is composed of what was formerly the Community Services program within the Wallace School of Community Services and Public Affairs, coordinated with the Interdisciplinary Studies Master's Program in Corrections.

The human services program offers professional education that is interdisciplinary in nature. Program majors take specified and elective courses from a number of professional and liberal arts disciplines, and are then assisted by human services faculty to integrate and apply this multi-disciplinary knowledge to the resolution of social problems encountered in professional practice. The primary methods used for these processes of integration and application are Supervised Field Study, Theory-Practice Integration Seminars, core courses, and individual advising.

### The Undergraduate Program

The undergraduate program in human services is designed to (1) prepare students for entry-level professional positions in various human service organizations, particularly in the fields of corrections, mental health, and youth and family services including child welfare; (2) provide background preparation for graduate studies; (3) provide opportunity for in-career students to enhance their competence and credentials; and (4) provide opportunity for mature students who want to change careers.

Degrees offered are the Bachelor of Science and the Bachelor of Arts. For students who were admitted to the School of Community Service and Public Affairs, the degree will be from that school. The Department of Human Services eventually will develop a degree that designates human services.

A basic philosophy of the human services program is that the development and functioning of individuals results from the interaction of their unique personal qualities with societal conditions. Within this psychosocial model, problems are viewed as the result of this interaction rather than being caused exclusively by individual or societal influences. Human service professionals, in order to operate within this basic philosophy, need to have a broad range of skills and knowledge related to the societal context as well as to working with individuals. The requirements and curriculum of the human services program reflect this philosophy.

The research conducted by faculty members in the Department of Human Services also reflects this psychosocial orientation. Knowledge from various disciplines is used in applied research related to such issues as foster care, services needed by victims of crime, burnout among human-service workers, preventive mental health, and others. The broad social-policy aspects as well as individual service delivery aspects of such issues are explored.

### Career Opportunities

Professional roles for which human-service majors prepare include various direct-service roles with individuals or groups, advocacy roles, and program development, management, and other organizational roles in human-service programs. These roles may be performed in a wide variety of programs such as child welfare agencies, day-care programs, group homes for adolescents, drug and alcohol programs, crisis intervention programs, parole and probation, community action programs, law enforcement, emergency housing programs, health-related social services, and others.

The field of human services is continually changing, partly as a result of priorities and allocations of the various funding sources, and partly because of the increasing body of knowledge about human needs and the various ways these might be met. The human services program attempts to anticipate these changes and to prepare students for emerging as well as existing roles.

At the present time, the majority of the work is done in various types of publicly funded agencies, although private nonprofit agencies are increasing. In addition, an increasing number of private corporations are beginning to offer social services to their employees.

### Admissions, Advising, and Premajor Program

In the past, CSPA students were not admitted as majors until their junior year. Beginning with the 1982-83 academic year, students will be admitted to the human services program during their sophomore year. This will provide additional faculty advising and assistance for students as they acquire their liberal arts background. Transfer students and others may still also apply during their junior year if they prefer. Students who have successfully completed 40 hours of course work may apply to the program. Application materials are available in the human services department office. Criteria for selection include breadth and depth of academic background, preparation, grades, evidence of communication skills, and appropriateness of career goals and life experiences. Admission selections will be conducted twice a year—in the fall and the spring. Deadlines for application are November 1 and April 15.

The Department of Human Services enjoys a diverse student population in terms of age, sex, racial and national background, and other characteristics, and the program has a strong commitment to provide equal educational opportunities to all.

Prior to formal admission to the program, students may declare themselves as premajors. This status gives students beginning program identification and facilitates their getting some advising and other program information. Declaring oneself as a premajor is done at the Office of the University Registrar.

When a student is formally admitted to the program, he or she is assigned a faculty adviser. Effort is made to match the career interests of the student with interests and expertise of the faculty member. Advising plays a key function in an interdisciplinary program since the students take courses from many different departments and professional schools at the University and usually need assistance in integrating and applying what they learn to their own career interests.

### Preparation

Professional education in human services is based on a strong liberal arts background that has both breadth and depth. Social and individual problems are too complex to be successfully addressed within only one discipline.

High school students planning for a career in human services should develop written and oral communication skills and conceptual skills, and should obtain volunteer experience in some human-service agency if possible. Conceptual skills are developed through courses that require the student to think independently and analytically. Communication skills are developed through courses in English, foreign languages, speech and other courses, and also through practical experience.

Students in their freshman and sophomore years are encouraged to further develop their communication and conceptual skills and to acquire their broad liberal arts knowledge base. Completion of all University of Oregon general requirements is encouraged during this period. Courses in the following areas are particularly recommended: general psychology, developmental psychology, general sociology, social psychology, economics, American government, interpersonal and group communications, algebra, and introduction to social science research. The communication courses and the research course are prerequisite to human-service core requirements.

Students are also encouraged to acquire more field experience during their freshman and sophomore years. An excellent means of doing this is to enroll in an ESCAPE Community Services placement in which the student may obtain up to nine credit hours a term for supervised work in a community-service agency. Students taking ESCAPE field placements are also expected to enroll in a one-credit-hour seminar in which integration of theory and field experience is offered at an introductory level.

### Requirements

All students previously admitted to the CSPA program may graduate by completing the requirements which were in place at the time of their admission, or they may if they prefer, change entirely to any new set of program

requirements which might be developed. The same policy will be true for all students admitted to the Department of Human Services—they may complete the requirements which were specified when they were admitted or they may, if they prefer, change to any new set of requirements which are developed. Over the years, requirements have changed from time to time, based on new knowledge of the human service field.

At the present time, the requirements for majors in human services are as follows:

#### (1) Core Content Areas

- (a) Career and Educational Planning
- (b) Interpersonal and Group Problem-Solving
- (c) Community Problem-Solving
- (d) Human Service Program Management
- (e) Applied Research and Evaluation
- (f) Human Service Policies and Programs

For each of these core content areas, one or more course options have been identified. These specific course options are listed in program information available in the office of the Department of Human Services.

#### (2) Field of Concentration

Each student selects a field of concentration related to his or her own career goals, and negotiates with his or her adviser at least 18 credit hours of appropriate courses beyond the core. These courses may be taken from other departments as well as from human services.

#### (3) Supervised Field Study and Integration Seminar

Students are expected to complete 24 credit hours in Supervised Field Study and take a Theory-Practice Integration seminar with each new field placement. There are several models through which this field requirement may be completed.

In terms of student learning, the best model is a long-term (nine months) field placement with accompanying integration seminars, which cover the core course content in Interpersonal Problem-Solving, Community Problem-Solving, and Human Service Management. This model is called the University and Community Action (UCA) program, and is described in detail in the next section.

For students who cannot make the time commitment required by the UCA model, shorter field placements extending full or part-time over one or two terms are available. In all cases, arrangements for supervised field study are made by faculty field instructors in conjunction with the student and the personnel of the agency in which the student will work. More information about the human service field opportunities is available in the field office.

Because students come to the human services program with considerably different levels of background knowledge and experience, substitutions for core and field requirements are possible. For example, courses taken at another University might be substituted for a core course requirement, or extensive prior experience might substitute for part of the field requirement. Such substitutions are negotiated between the student and adviser after formal admission to the program and final review and approval is given by the department head.

## Special Programs University and Community Action Program.

The University and Community Action Program (UCA) as noted earlier is a primary mode for Human Service majors to acquire Supervised Field Study and other core program courses. The UCA program is also available to majors from other departments. Students receive a monthly stipend and full academic credit while working full-time for nine months in a public or nonprofit agency. Human services faculty provide the field instruction and teach the Theory-Practice Integration seminar in which students are involved each term. Topics of the seminars are Individual and Small Group Interventions, Systems Interventions, and Community Interventions.

In these field placements, 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 to the UCA program 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 Department of Human Services, or students may arrange to receive some credit through their own major department. Students interested in more information or admission should call or write Bob Coiner, Acting Director, or visit the UCA office.

**Social Work.** In the past, CSPA had an accredited undergraduate social work program, which was discontinued for budgetary reasons. In the human services program, students may still acquire the social work content specified by the social work accrediting organization, the Council on Social Work Education, even though the program is not accredited at the present time. The faculty will seek this accreditation.

## Graduate Program

The Interdisciplinary Master's Program in Corrections is also a professional degree program. The program is directed by a human services faculty member and is managed by an interdisciplinary committee. Students who are admitted to this program work with a faculty adviser to develop an individual course of study with clearly defined goals, and they draw from courses offered in various departments and professional schools.

More information about the program may be obtained by reading the Graduate School section of this catalog in which the various interdisciplinary degree programs are described, or by consulting Ken Viegas, director of the interdisciplinary master's program in corrections.

## Courses Offered in Human Services

### Undergraduate Courses

**HS 199. Special Studies. 1-3 credit hours.** Topics to be announced.

**HS 310. Career and Educational Planning. 3 credit hours.** Offers information regarding a variety of human services careers, and provides opportunity for

students to assess their own skills, knowledge, experience, and interests that relate to a human-service career. Some field observation is included and appropriate prior experience of students is recognized. Each student develops a career goals statement and an educational plan for achieving the goals.

**HS 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 human services. Introduces students to the underlying values and problem-solving approaches used in professional practice. No longer required. Not offered in 1982-83.

**HS 321. Interpersonal and Group Problem-Solving. 3 credit hours.** Integrates concepts regarding human behavior and communication and the social context in which it occurs, and applies these concepts to the assessment and resolution of interpersonal problems. Designed for program majors. Prerequisites: Interpersonal and Group Communications.

**HS 324, 325. Applied Research Evaluation I and 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 100 (Intermediate Algebra) or equivalent and a social science research methods or statistics course. Concurrent enrollment in two-credit hour lab required.

**HS 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. Not offered 1982-83.

**HS 400. SEARCH. 1-3 credit hours.**

**HS 406. ESCAPE Community Services. 1-9 credit hours.** Offers students the opportunity to explore career possibilities in community service agencies. Wide range of field settings offered, including 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 HS 407 ESCAPE Volunteer Training Seminar is required for all first-term volunteers.

**HS 407. Seminar: ESCAPE Volunteer Training. 1 credit hour.**

**HS 407. Seminar: ESCAPE Field Supervision. 4 credit hours.**

### Upper-Division Courses Carrying Minor Graduate Credit

**HS 401. Research. (g)** Credit hours to be arranged.

**HS 403. Thesis. (g)** Credit hours to be arranged.

**HS 405. Reading and Conference. (g)** Credit hours to be arranged.

**HS 406. Special Problems. (g)** Credit hours to be arranged.

**HS 407. Seminar. (g)** Credit hours to be arranged.

**HS 407. Seminar: Theory-Practice Integration. (g) 4 credit hours.** A required component accompanying a UCA field instruction combining presentations by the instructor, readings, and discussions to link theoretical concepts with the student's experience in the field placement. Topics vary each term: fall, Individual and Small Group Interventions; winter, Systems Intervention; spring, Community Interventions. Open to UCA students only.

**HS 408. Workshop. (g)** Credit hours to be arranged, except as noted otherwise.

**HS 408. Preservice Workshop. (g) 2 credit hours.** Introduction to knowledge and skills needed for work in public service agencies. Offered fall term. Open to UCA students only.

**HS 409. Supervised Field Study. (g)** Credit hours to be arranged; 12 hours maximum per term. An integral part of the HS curriculum planned in relation to the student's total course of study. Students work in a community setting under agency and faculty supervision, in order to integrate multi-disciplinary concepts and apply them to professional practice. Instructor's consent required.

**HS 409. 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.

**HS 410. Experimental Course. (g)** Credit hours to be arranged.

**HS 410. Family Interdependent Systems. (g) 3 credit hours.**

**HS 410. Human Service Delivery Methods. (g) 3 credit hours.**

**HS 411, 412. Theory-Practice Integration. (g) 1-3 credit hours each term.** To be taken concurrently with Supervised Field Study. Introduction to the organization, character, and conduct of community agency programs as a link between theoretical concepts and professional practice. Consent of instructor is required.

**HS 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.

**HS 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. Not offered 1982-83.

**HS 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: HS 321. Not offered 1982-83.

**HS 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, behavior themes and goals as experienced by clients and counselors. Prerequisite: HS 321. Offered infrequently. Not offered 1982-83.

**HS 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 1982-83.

**HS 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 1982-83.

**HS 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 1982-83.

**HS 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.

**HS 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 1982-83.

**HS 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: HS 430, 448. Offered infrequently. Not offered 1982-83.

**HS 444, 445. Correctional Systems. (g) 3-5 credit hours each term.** Contemporary corrections processes examined and analyzed in terms of theoretical, philosophical, and legal foundations. Interaction of theory and policy in development of program elements explored. Concepts such as prevention, diversion, deterrence, and rehabilitation provide focus for analysis. Research data is evaluated in terms of correctional effectiveness.

**HS 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.

**HS 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: HS 320.

**HS 448. Community Mental Health. (g) 3 credit hours.** Theory and evaluation of community functioning in relation to behavioral and emotional disorders. Analysis of policies and programs such as crisis services, prevention, de-institutionalization, and services across the age span.

### Upper-Division Courses Carrying Major Graduate Credit

**HS 401. Research. (G)** Credit hours to be arranged.

**HS 403. Thesis. (G)** Credit hours to be arranged.

**HS 405. Reading and Conference. (G)** Credit hours to be arranged.

**HS 406. Special Problems. (G)** Credit hours to be arranged.

**HS 407. Seminar. (G)** Credit hours to be arranged.

**HS 407. Seminar: Juvenile Justice. (G) 3 credit hours.**

**HS 407. Seminar: Community Corrections. (G) 3 credit hours.**

**HS 407. Seminar: Family and Youth Services. (G) 3 credit hours.**

**HS 407. Seminar: Microcomputers in Human Services. (G) 3 credit hours.**

**HS 408. Workshop. (G)** Credit hours to be arranged.

**HS 408. Drug Information. (G) 1 credit hour.**

**HS 408. Parole and Probation Practice. (G) 3 credit hours.**

**HS 409. Supervised Field Study. (G)** Credit hours to be arranged.

**HS 410. Experimental Course. (G)** Credit hours to be arranged, except as noted otherwise.

**HS 410. Prevention Methods and Issues. (G) 3 credit hours.**

**HS 410. Administration of Human Services. (G) 3 credit hours.**

**HS 410. Stress Management. (G) 3 credit hours.**

### Graduate Courses

**Please Note:** See also ISt courses offered through the Graduate School.

**HS 501. Research.** Credit hours to be arranged.

**HS 503. Thesis.** Credit hours to be arranged.

**HS 505. Reading and Conference.** Credit hours to be arranged.

**HS 506. Special Problems.** Credit hours to be arranged.

**HS 507 Seminar.** Credit hours to be arranged.

**HS 508. Workshop.** Credit hours to be arranged.

**HS 509. Supervised Field Study.** Credit hours to be arranged.

**HS 510. Experimental Course.** Credit hours and topics to be arranged.

## Physical Education

**186 Esslinger Hall  
Telephone 686-4107**

**Michael J. Ellis, Department Head**

### Faculty

Jack D. Adler, D.Ed., Associate Professor (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; Head, Division of Service Course Programs. B.S., Western Illinois, 1956; M.A., Colorado State, 1960.

Jeanine Bennett, Ph.D., Assistant Professor (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 (wilderness pursuits). B.S., 1967, M.S., 1979, Oregon.

John W. Borchardt, Ph.D., Professor Emeritus (administration, philosophy). B.S., LaCrosse, 1940; M.A., 1951, Ph.D., 1966, Iowa.

Elizabeth S. Bressan, Ph.D., Assistant Professor (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 (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. B.S., 1963, M.Ed., 1964, Oregon State.

William S. Dellinger, M.S., Assistant Professor; Track Coach (track coaching). B.S., 1956, M.S., 1961, Oregon.

Michael J. Ellis, Ph.D., Professor (research, play) and Adjunct Professor of Recreation and Park Management. D.L.C., Loughborough, 1959; M.S., 1965, Ph.D., 1968, Illinois.

Eugene Evonuk, Ph.D., Professor (exercise physiology). B.S., 1951, M.S., 1953, Oregon; Ph.D., Iowa, 1960.

Ronald L. Finley, M.Ed., Wrestling Coach with rank of Assistant Professor. B.S., 1964, M.Ed., 1967, Oregon State.

Elizabeth G. Glover, Ed.D., Assistant Professor (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 (elementary physical education).

James Anthony Haney, B.S., Head Basketball Coach with rank of Assistant Professor. B.S., 1971, Pennsylvania.

Stanley L. James, M.D., Adjunct Associate Professor (sports medicine research).

Steven Keele, Ph.D., Adjunct Professor and Professor of Psychology (human learning and performance, motor skills). B.S., Oregon, 1962; M.S., 1965, Ph.D., 1966, Wisconsin.

Lani Loken-Dahle, M.A., Instructor (gymnastics). B.S., Michigan, 1971; M.A., Arizona State, 1973.

Corlee Munson, Ph.D., Associate Professor (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 (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 (sports medicine research).

Edward R. Reuter, Ph.D., Associate Professor (professional preparation). B.S., Washington State, 1948; M.S., 1949, Ph.D., 1957, Illinois.

Karla S. Rice, M.A., Senior Instructor (recreational programs); Head, Division of Recreation and Intramural Sports. B.S., Central Michigan, 1962; M.A., Michigan State, 1965.

Norval J. Ritchey, M.S., Assistant Dean; Professor (administration). B.S., 1953, M.S., 1956, Oregon.

Robert J. Ritson, Ph.D., Assistant Professor (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 (sports medicine research).

Becky L. Sisley, Ed.D., Associate Professor (administration, coaching). B.A., Washington, 1961; M.S.P.E., 1964, Ed.D., 1973, North Carolina, Greensboro.

Richard J. Smith, Ph.D., Associate Professor (teacher education, coaching). B.S., 1949, M.Ed., 1953, Springfield; Ph.D., Oregon, 1968.

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 (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 (sports psychology). B.S., 1953, M.Ed., 1954; Ph.D., 1968, Illinois.

Virginia A. Van Rossen, M.A., Instructor (aquatics). B.A., 1962, M.A., 1969, Oregon.

Maureen R. Weiss, Ph.D., Assistant Professor (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 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 (anatomy). Head, Division of Graduate Studies. B.S., 1945, M.A., 1946, Ph.D., 1961, Ohio State.

Lois J. Youngen, Ph.D., Associate Professor (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 members of the University and surrounding communities. The first is aimed to improve the informal life of the University and the community with recreational and competitive activities. The second, the service course programs, offers opportunities in an extensive variety of learning activities for credit and noncredit experiences as an integral part of every individual's liberal preparation 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 fields, 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.

**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 and on the south bank of the Willamette River 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. There are six standard concrete tennis courts 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.

#### **Service Courses and SHAPE**

Courses with a PE prefix may be applied toward the baccalaureate degree (up to 12 credit hours). Credit by examination is available in a variety of courses.

Emphasis in all service classes is on learning recreational and physical 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.

**SHAPE.** Sport, Health, and Personal Excellence is a noncredit activity program offered by the College of Health, Physical Education, and Recreation through the physical education department. This program offers opportunity for an appreciation and development of lifelong leisure behaviors and the broad implications of physical education. A wide variety of experiences is offered each term.

"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 certain fees entitles students and others to the use of gymnasiums, pools, and showers, and 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.

#### **Recreation and Intramurals**

The Department of Physical Education sponsors recreation and intramural programs for members of the University community. The purpose of these programs is to provide opportunities for students, staff, faculty, and their families to enjoy formal and informal recreation activities. Recreation and Intramurals provides competition and recreational activities in an atmosphere of relaxation and enjoyment.

The programs offered include a wide variety of opportunities for sports participation. All-campus tournaments, intramurals, and special events are scheduled throughout the academic year. Some of the most popular events include basketball, bowling, badminton, cross country, flag football, fun runs, golf, handball, innertube 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 scheduled for class use. These include the gymnasias, courts, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis.

Rentals, reservations, and inquiries should be directed to the Recreation and Intramural Office at 686-4121.

#### **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. Transfer students must have a 2.50 GPA for admission as premajors. Enrollment in these courses is dependent on meeting the prerequisites for each course.

All students must apply through a formal process for advancement to major status. Criteria for advancement to full major status includes a 2.50 grade point average in all graded course work, passing a reading and writing test, and maintaining a B average in professional activities. 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 and cluster 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 and the cluster requirements to meet other University regulations. The heavy concentration of science credits in the major makes this degree a convenient choice for many students. The BPE degree does not have foreign language or mathematics requirements, but students must still satisfy the other University cluster 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 343), 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.



**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 and Measurements (PEP 446), 3 credit hours  
 Physical Education for the Exceptional Student (PEP 444), 4 credit hours  
 Care and Prevention of Injuries (PEP 371), 3 credit hours  
 Curriculum and Administration in Physical Education (PEP 443), 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 education. 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.

## Division of Exercise Science

The Division of Exercise Science offers a number of disciplinary and interdisciplinary programs designed to provide academic and technical preparation in several fields within the broad discipline of physical education.

Students must complete the required theory and activity cores plus the curricular core within the area of specialization. Courses of study are available in the following areas:

### Disciplinary Programs

#### 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 National Athletic Trainers Association certification requirements as part of their Bachelor of Science degree. Students interested in this program may obtain a descriptive pamphlet from the Division of Graduate PE entitled "Undergraduate Placement Toward the Graduate Athletic Training Program."

#### Core, 41 total credits

PSYCHOLOGY (two of four courses), 8  
 Psy 201 Introduction to Psychology, 4 cr  
 Psy 214 Personality, 4 cr  
 Psy 215 Developmental Psychology, 4 cr  
 Psy 216 Social Psychology, 4 cr

#### HEALTH EDUCATION, 6 credits

HES 250 Personal Health, 3 cr  
 HES 252 Nutrition, 3

#### or

HEP 553 Nutrition in Health and Disease, 3 cr  
 HES 260 First Aid, 3

#### PHYSICAL EDUCATION

PEP 371 Care and Prevention of Athletic Injuries, 3 cr  
 PEP 444 (G) PE for the Exceptional Student, 3 cr  
 PEP 410 (G) Evaluation and Emergency Procedures, 3 cr\*  
 PEP 410 (G) Treatment Modalities, 3 cr\*  
 PEP 410 (G) Rehabilitation Program, 3 cr\*  
 PEP 507 Seminar: Athletic Training, 3 cr\*  
 \* Taken after admission to program

#### Adapted Physical Education

This area emphasizes the study of capacities and limitations in exercise and motor skills among various disabled and exceptional populations. Interdisciplinary course work and clinical experiences in local agencies comprise the core for this area.

#### Core, 27-36 total credits

SPECIAL EDUCATION (elect 6-9 credits)  
 SpEd 407 (G) Sign Language, 3-9 cr  
 SpEd 462 Psychology of the Exceptional Child, 3 cr  
 SpEd 463 Introduction to Behavior Disability, 3 cr  
 SpEd 507 Advanced Psychology of Exceptional Child, 3 cr  
 SpEd 507 Seminar: Rehabilitation Program, 3 cr  
 SpEd 507 Seminar: Infant Development, 3 cr  
 SpEd 507 Seminar: Rehabilitation Measurement, 3 cr

#### RECREATION (elect 6-9 credits)

RPM 461 (G) Therapeutic Recreation Service, 3 cr  
 RPM 462 (G) Program for Special Groups, 3 cr  
 RPM 463 (G) Community Organizations for Special Groups, 3 cr

#### PHYSICAL EDUCATION

PEP 521 Body Mechanics and Corrections, 3 cr\*  
 PEP 522 Orthopedics and Therapeutics, 3 cr\*  
 PEP 523 Adapted Physical Education, 3 cr\*  
 PEP 510 Adapted Aquatics, 3 cr  
 PEP 409 Practicum, 6-9 cr

\* This series of courses may be taken only during the senior year, and in addition to the 186 minimum credits required for the baccalaureate degree.

#### Prephysical Therapy

Standard schools of physical therapy, which are usually operated in conjunction with medical schools, have admission requirements with strong emphasis on foundation work in the basic sciences. The sciences in the basic curriculum in 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.

#### Core, 48 total credits

#### CHEMISTRY, 15 credits\*

Ch 104, 105, 106 General Chemistry, 9 cr  
 Ch 107, 108, 109 General Chemistry Lab, 6 cr

\* Organic Chemistry or other specified courses may be required at some professional schools. See the Office of Academic Advising for the specific requirements.

#### PHYSICS, 18 credits

Ph 201, 202, 203 General Physics, 12 cr  
 Ph 204, 205, 206 General Physics Lab, 6 cr

#### PHYSICAL EDUCATION, 15 credits

PEP 444 (G) PE for Exceptional Students, 3 cr  
 PEP 371 Care and Prevention of Athletic Injuries, 3 cr  
 PEP 409 Practicum in Physical Therapy, 9 cr

#### Prepodiatry

This preparatory professional program is designed to aid students, through curricular and clinical education, to be admitted to postgraduate programs in podiatric medicine. This is the specialty in medicine and research which seeks to diagnose, treat, and prevent the disorders which affect the human foot. Students interested in this option arrange special program within the general framework of the physical education major.

#### Core, 52-58 total credits

#### CHEMISTRY

Ch 104, 105, 106 General Chemistry, 9 cr  
 Ch 107, 108, 109 General Chemistry Lab, 6 cr  
 Ch 331, 332, 333 Organic Chemistry, 12 cr  
 Ch 337, 338 Organic Chemistry Lab, 4 cr

#### PHYSICS

Ph 201, 202, 203 General Physics, 12 cr  
 Ph 204, 205, 206 General Physics Lab, 6 cr

#### PHYSICAL EDUCATION

PEP 409 Practicum in Podiatry, 3-9 cr

**Biomechanics**

This area prepares students for postgraduate study in biomechanics, the study of the human body in motion. By application of principles from mechanics and engineering, biomechanists study the forces which act on the body and the effects they produce. Detailed analyses of movements result in understanding and improving of performance. Biomechanics is useful in designing artificial limbs; gaits are studied and adjustments made in the engineering of prostheses. Individual work roles in industry are examined and evaluated through mechanics, leading to the design of environments to enhance productivity and reduce risk or accidents.

**Core, 53-59 total credits**

COMPUTER AND INFORMATION SCIENCE  
CIS 201, 202, 203 Introduction to Computer Science, 12 cr

## MATHEMATICS

Mth 101 College Algebra, 4 cr  
Mth 102 Elementary Function, 4 cr  
Mth 156 Concepts of Statistics, 3 cr

## PHYSICS

Ph 201, 202, 203, 204 General Physics, 16 cr

## PHYSICAL EDUCATION

PEP 580, 581, 582 Biomechanics, 9 cr\*  
PEP 405, 406, 409 Independent Study, 3-9 cr  
\* This sequence may be taken only during the senior year, and in addition to the 186 minimum credits required for the baccalaureate degree.

**Physiology of Exercise**

Physiology of exercise is the study of human functions under stress of muscular activity and the adjustment and regulatory activities of the body systems during exercise. This area provides the basis for study in fitness management, cardiac rehabilitation, stress physiology, body-composition assessment, and ability of the body to exercise in environmental extremes. A foundation of academic and practical skills is developed to provide the basis for graduate study in physiology of exercise.

**Core, 55-61 total credits**

## MATHEMATICS

Mth 104 College Algebra, 4 cr

## CHEMISTRY

Ch 104, 105, 106 General Chemistry, 12 cr  
Ch 331, 332, 333 Organic Chemistry, 12 cr  
Ch 461, 462, 463 Biochemistry, 9 cr

## PHYSICAL EDUCATION

PEP 574 Laboratory Techniques, 3 cr\*  
PEP 576, 577, 578 Advanced Physiology of Exercise, 9 cr\*  
PEP 405, 406, 409 Independent Study, 3-9 cr  
\* These courses may be taken only during the senior year, and in addition to the 186 minimum credits required for the baccalaureate degree.

**Motor Learning and Motor Control**

This area is the study of neurophysiological mechanisms which influence the learning and performance of motor skills. The relationships between neural structures, functions, behaviors, and motor learning theories constitute the core of this specialty. Students completing this interdisciplinary program generally seek postgraduate studies in motor learning and motor control.

**Core, 39-77 total credits**

COMPUTER SCIENCE, optional (elect 4-16 credits)  
CIS 133 Introduction to Numerical Computation, 4 cr

CIS 201, 202, 203 Introduction to Computer Science, 12 cr

## PSYCHOLOGY (elect 15-27 credits)

Psy 211 Sensation and Perception, 4 cr  
Psy 213 Introduction to Physiological Psych, 4 cr  
Psy 301 Research Methods in Psychology, 4 cr  
Psy 436 (G) Human Performance, 3 cr  
Psy 445 (G) Cellular Mechanisms of Behavior, 3 cr  
Psy 447 (G) Integrative Action of the Nervous System, 3 cr  
Psy 448 (G) Sensory Processes, 3 cr

## CHEMISTRY (elect 12-16 credits)

Ch 101, 102, 103 Introductory Chemistry, 12 cr  
**or**  
Ch 331, 332, 333 Organic Chemistry, 12 cr  
Ch 337, 338 Organic Chemistry Laboratory, 4 cr

## PHYSICAL EDUCATION

PEP 510 Neurological Mechanisms, 3 cr\*  
PEP 534 Motor Performance, 3 cr\*  
PEP 535 Motor Learning Theory, 3 cr\*  
PEP 405, 406, 409 Independent Study, 3-9 cr  
\* These courses may be taken only during the senior year, and in addition to the 186 minimum credits required for the baccalaureate degree.

**Interdisciplinary Programs**

Students wanting to combine a physical education major with a second major or second emphasis in business, journalism, or other academic discipline may use this procedure to develop an individual program under the guidance of a faculty committee.

**Other Specializations**

The 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 conduct of instructional and recreational aquatic programs. 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.

**Outdoor Pursuits.** This specialization provides a student with a basic background for leading outdoor pursuit programs. Twenty-five credit hours of work includes backpacking, mountaineering, ski-touring, and other activities.

**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 education 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.

**Graduate Studies**

The Graduate School of the University of Oregon offers the Master of Arts, Master of Science, Doctor of Education, and Doctor of Philosophy degrees in Physical Education through the Department of Physical Education. The graduate division maintains as its focus the development of a body of knowledge about the art and science of human movement, with the skills and understandings necessary for basic research and scholarship into human movement forming the core of all graduate activity. Quality faculty, research laboratories, and academic resources support sophisticated levels of disciplined inquiry in applied physiology, anatomy, biomechanics, motor learning and control, and sports medicine. An exchange of information and inquiry with other disciplines throughout the University, i.e., biological, physiological, sociological, and behavioral sciences is also an integral part of the graduate program. Master's and doctoral degree programs as well as post-doctoral opportunities reflect a commitment to, and expertise in, the study of human behavior, development, and performance.

**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 minimum cumulative undergraduate grade point average of 2.75 over the last 90 term hours, or 60 semester hours. A Graduate Record Examination (GRE) score of 470 Verbal and 500 Quantitative must be submitted.

**Program of Study.** The master's degree requires 45 credit hours of graduate work and may be taken with or without thesis. For both programs, candidates must complete the Foundation Area consisting of Philosophy and Issues of Physical Education, and Statistical Methods and Research courses. In addition, nonthesis candidates complete two areas of concentration, and thesis candidates complete one area, selected from the following offerings:

- (1) Administration
- (2) Advanced Physiology of Exercise
- (3) Gross Anatomy

- (4) Biomechanics
- (5) Physical Growth and Development
- (6) Instructional Processes
- (7) Motor Learning and Neuromuscular Control
- (8) Social Psychology of Physical Activity
- (9) PE for Exceptional Students
- (10) Adult Development
- (11) Athletic Training\*

\* Area limited to students accepted into the graduate Athletic Training Program leading to NATA Certification.

Elective hours as needed to meet the minimum 45 hours required for degree may be taken in Dance, Health Education, Recreation and Park Management, or in another division of the University.

#### Programs of Study for Doctoral Degree

**Admission.** A Graduate Record Examination (GRE) score of 520 Verbal and 560 Quantitative, or a combination score of 1100 with a minimum of 500 on either portion must be submitted.

**Qualifying and Final Examinations.** All candidates are required to take the qualifying examination during the first term of their program. A student is expected to exhibit a high quality of knowledge and communication skills.

#### Programs of Study for Doctoral Degree Admission

To be admissible, a candidate must score at least 50 on 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. Candidates not having completed a master's thesis must complete a study in lieu of thesis prior to taking 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, 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.

### Courses Offered in Physical Education

#### Service Courses

All activity courses in the Physical Education Service Course Program are offered for credit and 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.

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.

**Please note:** 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.

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.

**PE— 101-199. Service Courses for Men and Women.** 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.** 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.** 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

Please note that the prefix H Dev is for a class listed jointly with other departments in the College.

**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: PEP 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 competence, 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 331, 341.

**PEP 343. Physical and Motoric Changes During the Stages of Life. 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.

**H Dev 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.

**PEP 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 410. Volleyball Coaching. 2 credit hours.** Systems of offensive and defensive play; team organization; practice management; training and conditioning; statistics; game and tournament management. Prerequisite: junior standing. Rice.

**PEP 410. Wrestling Coaching. 2 credit hours.** Methods of skill development and improvement; analysis of skills and strategy; wrestling psychology; training and conditioning; meet management. Prerequisite: junior standing. Finley.

**PEP 410. Aquatic Sports Coaching. 2 credit hours.** Principles of training, skill techniques, strategies, preparation for competition, conducting competition, competitive programs for water polo, springboard diving, competitive swimming, and synchronized swimming.

**PEP 410. Softball Coaching. 2 credit hours.** Review of fundamental and advanced skills with emphasis on methods of instruction and skill analysis, offensive and defensive play, and strategy; sport management and coaching responsibilities. Prerequisite: junior standing. Sisley.

**PEP 443. 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 331, 341, 342.

**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 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.

**PEP 468. Track Coaching. 2 credit hours.** Principles of training; development of performance for each track event for men and women; 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; new and recreational games; 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 410. Experimental Course. (G)** Credit hours to be arranged.

**H Dev 410. Experimental Course. (G)** Credit hours to be arranged.

**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 302, PEP 323, or consent of instructor.

**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. Foundations of Physical Activity for Special Groups. Legal Aspects of Physical Education. Motor Learning and Control. Philosophy and Issues of Physical Education. Sports Medicine.

**H Dev 507. Seminar.** Credit hours to be arranged.

**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. Social Psychology of Physical Activity I, II, III. 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.

**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. (Not offered 1982-83, 1983-84.)

**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. (Offered alternate years.)

**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 that 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 credit 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. (Offered alternate years.)

**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.)

**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.

**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. Administrative Theory in Physical Education. 3 credit hours.** Administrative theory and concepts of organizational behavior and controversies as they apply to job satisfaction, productivity, absence, and turnover in physical education.

**H Dev 551 Administration of Education. 3 credit hours.** Practical application of administrative theory to the field of physical education. Functions of planning, organizing, staffing, directing, and controlling.

**PEP 552. Administrative Issues in Physical Education. 3 credit hours.** Tools and methods for administrative research. Application of research to resolution of critical administrative issues in physical education.

**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. (Not offered 82-83, 83-84.)

**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.

**H Dev 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.

# Recreation and Park Management

**180 Esslinger Hall  
Telephone 686-3396  
Phyllis M. Ford, Department Head**

## Faculty

Karl W. Cloninger, Ph.D., Assistant Professor (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 (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, Professor of Physical Education.

Effie L. Fairchild, D.Ed., Associate Professor (leadership, recreation programs, community education). B.S., Florida Southern College, 1955; M.S., Springfield, 1958; D.Ed., Oregon, 1974.

Phyllis M. Ford, Re.D., Professor (outdoor recreation, outdoor education). B.S., Massachusetts, 1949; M.A., Arizona State, Tempe, 1955; Re.D., 1962, Indiana.

Kathleen J. Halberg, Ph.D., Assistant Professor (therapeutic recreation, gerontology). B.A., University of Iowa, 1962; M.S., 1969, Ph.D., 1980, University of Illinois.

Larry L. Neal, D.Ed., Associate Professor (administration, supervision); Director, Center of Leisure Studies. B.S., 1961, M.S., 1962, D.Ed., 1969, 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 institutions, 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 experiences 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 therapeutic recreation; the 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. Financial stipends are available to some 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 Arts degrees and provides a foundation for graduate work leading to the Master of Science, Master of Arts, and doctoral degrees.

#### **Admission**

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 (resumé): 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. 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, 252, and either 150 or 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.
    - (h) A group process course selected from the following: RhCM 123, 124, 323, 432.
- A current first aid card is also required.

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 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
- RPM 446 Evaluation of Leisure Services

**Post-Block Requirements.** Following satisfactory completion of the block course work, each student must 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, one term of physical education activity, health education (approved course),

three courses of social science, including one sociology course, three courses in arts and letters, three courses in science, one psychology course, and one approved group processes course.

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, 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 or 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. Students must also submit three letters of recommendation completed on appropriate forms.

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 Foundations 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 30 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.** 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 (H Dev 521).

**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 of 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-Social Dimensions of Leisure (RPM 507), Studies and Surveys (RPM 507), and History of the Organized Recreation Movement (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, and education.

Twelve hours of computer science courses, nine credit hours of advanced statistical design, or two years of a foreign language are required for the Ph.D.

**Preliminary and Final Examinations.** Before the end of the first two terms of study, a diagnostic 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-education programs, resident and day-camp programs, and naturalist interpretive programs.

(5) Therapeutic Recreation 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 Assistantships 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.

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.

**H Dev 392. Principles of Outdoor Leadership. 3 credit hours.** Standards and principles of administration.

**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. Not offered in 1982-83.

**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, private-commercial recreation, environmental programs, cultural arts, camp programs, school-community programs, special populations, tourism.

**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.  
Therapeutic Recreation. 1-15 credit hours.  
Recreation Programs. 1-15 credit hours.  
Youth Agencies. 1-15 credit hours.  
Outdoor Education. 1-15 credit hours.

**RPM 410. Experimental Course.** Credit hours to be arranged.

**H Dev 410. Experimental Course.** Credit hours to be arranged.

**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 Therapeutic Recreation Services. (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, and 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.

**H Dev 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.

**H Dev 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.

**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 1982-83.

**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 educative 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-Psych Dimensions of Leisure  
Issues in Therapeutic Recreation  
Program Theory  
Program Implementation  
Therapeutic Recreation Curriculum  
History of the Organized Recreation Movement.

**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.

**H Dev 521. Research Methods. 3 credit hours.** Application of social research methods to leisure settings; procedures in study design, methods of data collection, interpretation and presentation.

**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 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. Administrative 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.



# School of Journalism

**201 Eric W. Allen Hall**  
**Telephone 686-3738**  
**Dean, Everett E. Dennis**

## Faculty

J. Marc Abrams, J.D., Visiting Assistant Professor (news-editorial). B.A., Wesleyan, 1978; M.A., 1981; J.D., 1981, Michigan.

Jeremy Cohen, Ph.D., Visiting Assistant Professor (news-editorial, communication research). B.A., San Francisco State University, 1973; M.A., University of Southern California, 1979; Ph.D., University of Washington, 1982.

Everette E. Dennis, Ph.D., Professor (communication research, news-editorial). B.S., Oregon, 1964; M.A., Syracuse, 1966; Ph.D., Minnesota, 1974.

Jack D. Ewan, M.S.J., Associate Professor (advertising and public relations). B.S.J., 1948, M.S.J., 1964, Northwestern. On leave winter 1983.

Roy K. Halverson, Ph.D., Associate Professor (news-editorial). B.S., 1957, M.S., 1963, Wisconsin; Ph.D., Illinois, 1970.

Jack R. Hart, Ph.D., Associate Professor (news-editorial). B.A., Washington, 1968; Ph.D., Wisconsin, 1975. On leave 1982-83.

Mary S. Hartman, B.A., Assistant Professor (news-editorial). B.A., Washington State, 1960.

Lauren J. Kessler, Ph.D., Assistant Professor (news-editorial). B.S.J., Northwestern, 1971; M.S., Oregon, 1975; Ph.D., Washington, 1980.

James B. Lemert, Ph.D., Professor (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., Michigan State, 1964.

Duncan L. G. McDonald, M.S., Assistant Professor (news-editorial). B.S., Ohio, 1966; M.S., Oregon, 1972.

Kenneth T. Metzler, M.S.J., Professor (magazine). B.S., Oregon, 1956; M.S.J., Northwestern, 1967. On leave fall 1982.

Roy Paul Nelson, M.S., Professor (magazine, advertising). B.S., 1947, M.S., 1955, Oregon.

Karl J. Nestvold, Ph.D., Associate Professor (broadcasting). B.S., Wyoming, 1954; M.S., Oregon, 1960; Ph.D., Texas, 1972. On leave fall 1982.

Galen R. Rarick, Ph.D., Professor (communication research, news-editorial). B.A., Denver, 1948; M.A., 1951, Ph.D., 1963, Stanford. On leave winter, spring 1983.

Robert R. Taber, M.A., Assistant Professor (advertising). B.A., Idaho, 1971; M.A., Oregon, 1973.

Stephen J. F. Unwin, M.A., Associate Professor (public relations, advertising). B.A., 1952, M.A., 1968, Oxford.

Willis L. Winter, Jr., Ph.D., Professor (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 W. Allen Hall, named for the first dean of the school, faculty and students have an adequate 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 precollege 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 that 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. Please note that these are just suggestions and are 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 to be admitted to J 250. This test must be passed prior to the term in which J 250 is taken. A School of Journalism typing test is required for the writing courses that follow J 250.

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 Major Options**

In consultation with an adviser, a student may select a major option in a specific field of journalism. Within these specialized sequences are professional courses providing a measure of concentration intended to lead to a career in the communications industries. The School of Journalism has five major options: Advertising, Magazine, News-Editorial, Public Relations, and Radio-Television News, as well as course work in mass communication research and photojournalism.

Suggested courses in each of the five major option sequences are:

**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 P/N 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 464(G), Newspaper Editing; J 485(G), 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, 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 requirements 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 Copywriting (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 news-writing, editing, advertising, radio-television news, and photography. Current files of newspapers and trade publications are maintained in the George S. Turnbull Memorial Reading Room, 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 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 \$250 to \$1,800 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 chair 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 to be eligible to take this course. Required for admission to School of Journalism with major standing; open to nonmajors. Abrams, 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 cartoon. 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. 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.

**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.

**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. Students must pass the School of Journalism typing test to be eligible to take this course. Lectures, conferences, laboratory. Prerequisite: J 250. 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 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.

**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 Courses

**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 Courses

**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. Unwin, Taber.

### Advertising: Upper-Division Courses Carrying Graduate Credit

**J 407. Seminar. Public Services 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. 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 Mktg 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, Taber.

**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. 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 Courses****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. Students must pass the School of Journalism typing test to be eligible to take this course. 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.

**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 newswriting 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 marketing 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 Courses****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 for 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: 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.

**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.

**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, 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

154 Prince Lucien Campbell Hall  
Telephone 686-5054  
Program Director, Emory F. Via

## Faculty

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.

Steve Hecker, Assistant Professor, Occupational Safety and Health Project. B.A., 1972, Yale; M.S.P.H., 1981, Washington.

Emory F. Via, Director and Professor. B.A., Emory, 1946; M.A., 1956, Ph.D., 1964, Chicago.

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.

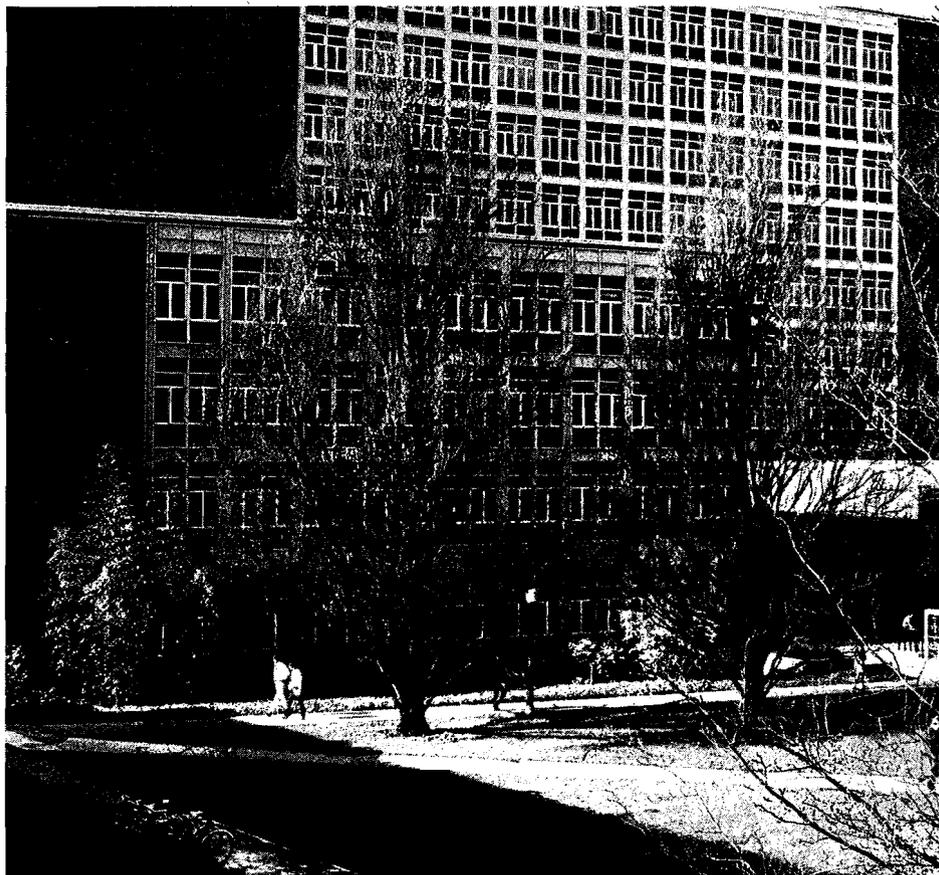
The purpose of the center is to serve the needs of working men and women in Oregon on a statewide extension basis.

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, affirmative 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.

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.

## Courses Offered

**LERC 401. Research. (g)** Credit hours to be arranged.

**LERC 405. Reading and Conference. (g)** Credit hours to be arranged.

**LERC 406. Supervised Field Study. (g)** Credit hours to be arranged. Supervised activity related to areas such as labor education, local union administration, and job safety and health.

**LERC 407. Seminar. (g)** Credit hours to be arranged. Only a few seminars are offered in a year; the following topics have been offered in recent years. Protective Labor Legislation, Contemporary Labor Problems, Occupational Safety and Health Issues, Select Issues in Public Employment Relations, Workers' Compensation, Role of Unions in the U.S., Unions and Politics.

**LERC 408. Workshop. (g)** Credit hours to be arranged.

**LERC 410. Experimental Course. (g)** Credit hours to be arranged.

# School of Law

**275 Law Center**  
**Telephone 686-3852**  
**Dean, Derrick A. Bell, Jr.**

## Faculty

Michael D. Axline, J.D., Visiting Assistant Professor (environmental law clinic). B.A., Idaho State, 1977; J.D., Oregon, 1980 (articles editor, *Oregon Law Review*); Idaho bar, 1980.

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. (On leave 1982-83.)

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.

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; Oregon bar, 1981.

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, 1974-1980. (On leave, fall 1982.)

Caroline Forell, J.D., Assistant Professor (family law, torts, trusts and estates I and II). B.A., 1973; J.D., 1978, Iowa (Coif) (member, *Iowa Law Review*); Oregon bar, 1978.

Sharon Gordon, J.D., Assistant Dean and Assistant Professor. B.A., Stanford, 1973; J.D., Oregon, 1977; Oregon bar, 1977.

Ellen Gradison, J.D., Instructor (legal research and writing). B.A., Swarthmore, 1972; M.S., Cincinnati, 1974; J.D., Oregon, 1982.

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; Kellogg Foundation Fellow, 1982-85. California bar.

Richard B. Hagedorn, J.D., Visiting Associate Professor (commercial law, creditors' rights). B.S., Oregon State, 1970 (Phi Beta Kappa); J.D., *cum laude*, Willamette, 1973 (issue editor, *Willamette Law Journal*); Oregon bar, 1973. Visiting during fall semester, 1982.

Leslie J. Harris, J.D., Visiting Associate Professor (contracts, juvenile law, trusts and estates I). B.A., New Mexico State, 1973; J.D., with highest honors, New Mexico, 1976 (Coif); New Mexico bar, 1976; District of Columbia bar, 1977.

Richard G. Hildreth, J.D., Professor (ocean and 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, law of the sea). B.A., 1961, J.D., 1963, Iowa, (Coif); California bar, 1964. (On leave, 1982-83.)

George W. Kelly, J.D., Instructor (legal research and writing). B.A., Oberlin, 1978; J.D., 1982, Texas (*Texas Law Review*).

Laird C. 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.

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.

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.

Peggy Nagae, J.D., Assistant Dean and Assistant Professor. A.B., *cum laude*, Vassar, 1973; J.D., Northwestern School of Law of Lewis Clark College, 1977; Oregon bar, 1977.

James M. O'Fallon, J.D., Associate Professor (constitutional law, jurisprudence, selected constitutional law issues). B.A., 1966, Kansas; J.D., M.A., Stanford (Coif), 1972; California bar, 1973.

Charles R. O'Kelley, Jr., LL.M., Visiting Associate Professor (federal income tax I and II, partnerships and corporations, tax policy). A.B., 1970, University of the South; J.D., with honors, Texas, 1972; LL.M., Harvard, 1977; Georgia bar, 1973.

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.

Nancy E. Shurtz, LL.M., Visiting Associate Professor (estate and gift tax, estate planning, federal income tax I, legal issues in accounting). B.A., *magna cum laude*, Cincinnati, 1970; J.D., Ohio State, 1972; LL.M., Georgetown, 1977; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977.

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.

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. (On leave 1982-83.)

Wayne T. Westling, J.D., Professor (administration of criminal justice, torts, trial practice laboratory). A.B., 1965, Occidental College; J.D., 1968, New York University, California bar, 1969, United State Supreme Court, 1972, Oregon bar, 1981.

Charles F. Wilkinson, LL.B., Professor (administrative law, public land law, Indian law). B.A., Denison University, 1963; LL.B., Stanford, 1966; Arizona bar, 1967, California bar, 1969, Oregon bar, 1977.

## General Information

The School of Law offers a professional curriculum leading to the Doctor of Jurisprudence degree.

The curriculum provides a thorough preparation for the practice of law. The School of Law seeks to have the student acquire knowledge not only of legal doctrine, but also of the judicial process and of the social, economic, and political problems with which lawyers must deal. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum is arranged to present fundamental topics of law during the first year, the first-year program is prescribed. 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 curriculum is progressively enriched by the addition of courses, seminars, and clinics that explore the role of law in new areas of social and economic importance.

Substantial participation in classroom discussion is an essential factor in legal education. The School of Law does not offer an evening or part-time program.

The Law Library has 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 periodicals 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 includes modern classrooms, seminar rooms, and a courtroom with videotape facilities; student facilities include a student bar association office, lounge, typing room, locker room, and offices for the editorial board of the *Oregon Law Review*.

Additional information and complete descriptions of courses offered appear in the annual *School of Law Catalog*. One may get a free copy by writing to:  
 School of Law  
 University of Oregon  
 Eugene, Oregon 97403



## 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 hours 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.

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 of more legal problems. This assignment must be completed before a student will be granted a professional law degree.

## Clinical Experience and Practice Skills Program

The School of Law offers five clinical and practice skills programs as a regular part of its curriculum. In addition, a legislative workshop is offered during the regular sessions of the Oregon Legislative Assembly.

Clinical experience programs are supervised by a faculty member and cases are handled under the direct supervision of a clinical instructor. Students in the clinical programs usually are qualified under the Third-Year Student Practice Rule, which has been adopted by the Oregon Supreme Court.

Students who enroll in one of the clinics must also enroll in The Lawyering Process, a two-credit seminar that trains students in important office and practice skills such as interviewing, counseling, and negotiations. Through lectures, demonstrations, discussion problems, and videotaped simulation exercises, the seminar is designed to present the techniques involved in the use of practice skills, to develop a critical

perspective on the conflicting roles and objectives that lawyers must undertake, and to encourage sensitivity in approaching the legal problems of civil and criminal clients.

The **Civil Practice Clinical Program** provides field experience at the Lane County Legal Aid Service. This program enables law students 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 **Prosecution Clinic** provides students with exposure to the criminal justice system as prosecuting attorneys in the trial of criminal cases. The clinic develops advocacy skills in the context of criminal prosecutions.

Satisfactory completion or concurrent enrollment in the Trial Practice Laboratory and Legal Profession are prerequisites for participation in the Criminal Defense and Prosecution clinics.

The **Environmental Law Clinical Program** trains students primarily by having them represent citizen groups in administrative appeals and litigation under supervision of attorney-professors. 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.

The **Trial Practice Laboratory** is the examination and development of courtroom skills in civil and criminal cases. Primary emphasis is on the 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.

### Ocean and Coastal Law

Second- and third-year students at the School of Law are eligible to begin developing a specialty in the field of ocean and coastal law. Students who satisfactorily complete one of two programs will receive a "Statement of Completion" to that effect signed by the Dean and the Director of the Ocean and Coastal Law Center.

### Environmental and Natural Resources Law

Second- and third-year students at the School of Law can also emphasize course work in Environmental and Natural Resources Law. Students must satisfactorily complete a total of seven specified courses and complete an academic paper of high quality. Students who complete the two requirements will receive a "Statement of Completion" signed by the Dean of the School of Law.

### Summer Session

The School of Law offers an eight-week summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students 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.

### 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 intermural athletics to a law-student newspaper.

### Organizations

Extracurricular student organizations at the School of Law include chapters of 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. 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 1980 graduates of the School of Law returned placement questionnaires distributed by the Placement Office. Of these graduates, 82 percent had obtained law or law-related jobs within eight months of graduation. Of the graduates who reported their job placements, 51 percent were engaged in private legal practice, and 40 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. An additional 9 percent of those reporting were employed in nonlegal positions.

### 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 favored. 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, sugges-

tions 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.

#### 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 increase 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 8 percent of the first-year students entering the School of Law in the fall of 1981 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 32 percent of the first-year students entering the School of Law in the fall of 1981 were women.

#### 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 degrees 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 1,000 students applied for the 180 openings in the fall of 1981—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 1981, the average undergraduate grade point average was approximately 3.40 and the average Law School Admission Test score was approximately 640. 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. Applications are reviewed beginning in January. (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.

#### **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.

#### **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.

#### **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 Admission 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 excep-

tional 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.

One official transcript 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 grade 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.

#### Tuition and Fees

For the 1981-82 academic year, tuition for residents was \$2,053 and \$3,235 for nonresident students. In addition, there is an annual general deposit fee of \$50 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 \$50.00 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 \$50.00 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 full 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 1982-83 costs for a single resident student at the School of Law average approximately \$6,100 (tuition, fees, books, board and room, and personal expenses); for a married student, costs are likely to be around \$9,500, 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 of Oregon 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 \$500 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 a 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. Lorianne 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 in Law

A complete list of courses with descriptions is in the catalog of the School of Law. For a Law School catalog, write: School of Law, University of Oregon, Eugene, OR 97403.

#### Required First-Year Courses

**L 511, 512, Contracts. 3 credit hours each semester, fall and spring.**

**L 513, 514, Torts. 3 credit hours fall semester, 2 credit hours spring semester.**

**L 515, Civil Procedure. 4 credit hours fall semester.**

**L 516, Legislative and Administrative Processes. 3 credit hours spring semester.**

**L 517, Property. 4 credit hours spring semester.**

**L 518, Criminal Law. 3 credit hours.**

**L 522, Legal Research and Writing I. 2 credit hours fall semester.**

**L 523, Legal Research and Writing II. 2 credit hours spring semester.**

#### Second- and Third-Year Courses

**Please 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.**

**L 536, Commercial Law. 4 credit hours.**

**L 537, Trusts and Estates I. 3 credit hours.**

**L 538, Trusts and Estates II. 2 credit hours.**

**L 539, Real Estate Transactions. 3 credit hours.**

**L 541, Partnerships and Corporations. 4 credit hours.**

**L 543, 544, Constitutional Law. 3 credit hours each semester.**

**L 545, Oregon Practice and Procedure. 3 credit hours.**

**L 546, Federal Courts. 3 credit hours.**

**L 547, Conflict of Laws. 3 credit hours.**

**L 548, Creditors' Rights. 3 credit hours.**

**L 549, Legal Profession. 2 credit hours.**

**L 551, Evidence. 3 or 4 credit hours.**

**L 554, Insurance. 2 credit hours.**

**L 555, Family Law. 3 credit hours.**

**L 556, Legislation. 2 credit hours.**

**L 557, State and Local Taxation. 2 credit hours.**

**L 558, Local Government Law. 2 credit hours.**

**L 559, Labor Law I. 3 credit hours.**

**L 560, Labor Law II. 3 credit hours.**

**L 561, Restitution and Equitable Remedies. 3 credit hours.**

**L 562, Jurisprudence. 3 credit hours.**

**L 563, Antitrust Law. 3 credit hours.**

**L 564, Administrative Law. 3 credit hours.**

**L 565, Securities Regulation. 3 credit hours.**

**L 566, Admiralty. 3 credit hours.**

**L 567, Copyrights. 3 credit hours.**

**L 568, Urban Land Use Law. 3 credit hours.**

**L 569, Water Resources Law. 3 credit hours.**

**L 570, International Business Transactions. 3 credit hours.**

**L 571, International Law. 2 or 3 credit hours.**

**L 572, Transnational Legal Problems. 4 credit hours.**

**L 575, Legal Writing. 1 credit hour.**

**L 576, Environmental Law. 3 credit hours.**

**L 577, Law of the Sea. 2 credit hours.**

**L 578, Indian Law. 3 credit hours.**

**L 579, Ocean and Coastal Law. 3 credit hours.**

**L 580, Federal Income Tax I. 3 credit hours.**

**L 581, Federal Income Tax II. 3 credit hours.**

**L 582, Estate and Gift Taxes. 2 credit hours.**

**L 583, Estate Planning. 2 credit hours.**

**L 584, Criminal Procedure I. 3 credit hours.**

**L 585, Criminal Procedure II. 3 credit hours.**

#### Writing, Research, and Seminars at the Professional Level

**L 501, Research. Credit hours to be arranged.**

**L 505, Reading and Conference. Credit hours to be arranged.**

**L 507, Seminar. Credit hours to be arranged.**

Administration of Criminal Justice.

American Legal Biography.

American Legal History.

Business Planning.

Civil Rights Litigation.

Constitutional Law and Minority Issues.

Consumer Protection.

Corporate Reorganization.

Employment Discrimination.

Immigration Law.

Juvenile Law.

Law and Economics.

Legal Externship Program.

Legal Issues in Accounting.

Office Practice.

Public Utilities and Rate-Making.

Pollution Control Law.

Public Land Law.

Selected Problems in Constitutional Law.

Real Estate Transactions.

Sex-Based Discrimination.

Supreme Court Decision-Making.

Tax Policy.

Urban Development Problems.

**L 607, Seminar. Credit hours to be arranged.**

Advanced Appellate Advocacy.

Civil Practice Clinical Program.

Criminal Defense Clinic.

**Criminal Practice Clinical Program—Prosecution.**

Environmental Law Clinic.

Law Review.

The Lawyering Process.

Legislative Issues Workshop.

Moot Court Workshop.

Trial Practice Laboratory.

# School of Music

**150 Music Building  
Telephone 686-5662**

**Dean, Morrette Rider**

**Administrative Assistant, Paula Russell**

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 nonmusic 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.

## Faculty

Doris Renshaw Allen, M.A., Assistant Professor (class piano, piano pedagogy). B.A., Westminster College, 1950; M.A., Goddard College, 1976.

Exine Anderson Bailey, M.A., Professor (voice, pedagogy). B.S., Minnesota, 1944; M.A., 1945, Professional Diploma, 1951, Columbia.

R. Wayne Bennett, Ph.D., Assistant Professor (music history, theory, bassoon); Member, Oregon Woodwind Quintet. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas State.

Joan Benson, M.Mus., Adjunct Professor (piano, early keyboard instruments). B.Mus., 1950, M.Mus., 1951, Illinois; Performer's Certificate, 1952, Indiana.

Peter Bergquist, Ph.D., Professor (music history, theory, bassoon); Member, Oregon Woodwind Quintet. B.S., Mannes College of Music, 1958; M.A., 1960, Ph.D., 1964, Columbia.

Leslie T. Breidenthal, A. Mus.Doc., Professor (voice). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., Michigan, 1965.

John Brombaugh, M.S., Adjunct Professor (organ construction). B.S., Cincinnati, 1960; M.S., Cornell, 1963.

Richard G. Clark, D.M.A., Assistant Professor (choral conducting, and music education); B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington.

Charles Dowd, M.A., Associate Professor (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 (organ, harpsichord). A.B., in Physics, California, Berkeley, 1946; M.Mus., 1956, D.M.A., 1966, Southern California.

Lois Neuwiesinger Harrison, Ed.D., Associate Professor (music education). B.S., 1951, Trenton State College; M.A., 1953, Ed.D., 1974, Columbia.

Derek E. Healey, D.Mus., Associate Professor (composition, music theory). B.Mus., Durham, England, 1961; D.Mus., Toronto, Canada, 1974.

J. Robert Hladky, A. Mus.Doc., Professor (violin, cello, music history); Member, University Trio. B.Mus., Oklahoma State, 1950; M.Mus., and Performer's Certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music.



Robert I. Hurwitz, Ph.D., Associate Professor (theory, history); Chair, Musicianship and History; Member, Eugene Symphony, viola. A.B., Brooklyn, 1961; M.Mus., 1965, Ph.D., 1970, Indiana.

Edward W. Kammerer, M.Mus., Assistant Professor (horn, musicianship, jazz studies); Member, Oregon Brass Quintet, Oregon Woodwind Quintet, Kammer-Dowd Jazz Duo, Director, Brass Choir. Member, University Woodwind Quintet, Faculty Brass Quintet. B.Mus. 1964, M.Mus., 1965, Oregon.

Marsha E. Mabrey, M.M., Assistant Professor (orchestral conducting, instrumental music education). B.A., 1971, M.M., 1977, Michigan.

Gary M. Martin, Ph.D., Professor (music education, music history); Chair, Music Education, Director, Earely Musik Players. B.A., 1961, M.A., 1963, Adams State; Ph.D., Oregon, 1965.

Lawrence C. Maves, Jr., M.Mus., Associate Professor (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., Adjunct Professor (harp). B.A., Oregon, 1957.

Bernard McWilliams, D.M.A., Associate Professor (violin, viola); Member, Eugene Symphony, viola. B.Mus.Ed., 1964, Southern California, M.Mus., 1970, Maryland; D.M.A., 1978, Iowa.

James A. Miller, A. Mus.Doc., Professor (voice, chamber choir). B.A., Goshen, 1952; M.Mus., 1956, A.Mus.Doc., 1963, Michigan.

Randall S. Moore, Ph.D., Associate Professor (music education). B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State.

J. Robert Moore, D.M.A., Associate Professor (oboe, saxophone, woodwind); Member, Oregon Woodwind Quintet. Member, Eugene Symphony, oboe. B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.M.A., 1980, Eastman.

Harold Owen, D.M.A., Professor (composition, music history, musicianship); Chair, Composition. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California.

Gerald D. Poe, D.M.A., Assistant Professor (trumpet, symphonic, marching, pep bands); Member, Faculty Brass Quintet. B.A., 1964, Western State College; M.M.Ed., 1965, Florida State; D.M.A., 1973, Colorado.

Morrette Rider, D.Ed., Dean and Professor (chamber music, conducting, pedagogy). B.Mus., 1942; M.Mus., 1947; Michigan; D.Ed., Columbia, 1955.

H. Royce Saltzman, D.M.A., Associate Dean and Professor (choral music). B.A., Goshen, 1950; M.Mus., Northwestern, 1954; D.M.A., Southern California, 1964.

Victor Steinhardt, M.A., Associate Professor (piano). B.Mus., Mount St. Mary's, 1964; M.A., California, Los Angeles, 1967.

Stephen Stone, D.M.A., Associate Professor, Assistant to the Dean (Field Instructional Services, choral music, jazz history). B.S., 1949, M.S., 1956, D.M.A., 1971, Oregon.

Marlene Soriano Thal, D.M.A., Associate Professor (piano, music history, piano pedagogy); Coordinator, Chamber Ensemble Studies. B.A., 1954, M.L.S., 1962, M.Mus., 1971, D.M.A., 1978, Washington.

Richard Trombley, D.M.A., Associate Professor (music history, flute); Member, Eugene Symphony, flute. 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 (analysis and criticism, musicianship, pedagogy). B.Mus., Northwestern, 1942; M.A., Chicago, 1947; Ph.D., Southern California, 1957.

Monte Tubbs, M.A., Associate Professor (musicianship, scoring, composition). B.A., Arkansas, 1956; M.A., Indiana, 1960.

Jeffrey Williams, D.M.A., Assistant Professor (trombone and low brass); Chair, Ensemble Performance Studies. Coordinator, Jazz Studies, Member, Eugene Symphony, trombone, Member, Oregon Brass Quintet. B.Mus., Texas, 1965; M.S., Illinois, 1966; D.M.A., Texas, 1974.

William C. Woods, M.Mus., Professor (piano, music history); Member, University Trio. B.Mus., 1948, M.Mus., 1949, Southern California.

## Degrees Offered

### Undergraduate Degrees

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.

### Graduate Degrees

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 Musicianship; Music Education; Performance; Doctor of Education with a primary area in Music Education (through the College of Education); Doctor of Philosophy with a primary area in Music Education (through the College of Education).

**Please 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.

### Public School Teaching Certification

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.

## General Information

### 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 AARP 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.

### 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 Committee for Musical Arts, and the Eugene Symphony Orchestra.

### Performing 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 Bands, Vocal Jazz Ensembles, Opera Workshop, and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunity for the study of medieval, Renaissance, and baroque music, using a sizable collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these organizations are planned to complement courses in analysis, history, and criticism offered by the school.

### 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).

Lawrence Maves Scholarship (\$250 for violin students).

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 residing in 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 Electronic Music Studio equipment for individual use, \$15.00 per term, \$7.50 for students enrolled in Mus 443.

All students registered in classes that 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.

### Courses for General Campus Students

The School of Music offers numerous opportunities for general campus students to be involved in music classes and performance ensembles. See page 260 for a complete list of options.

## Undergraduate Studies for Music Majors

### Admission

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. Descriptions of specific performance levels, skills, and repertory for each instrument are available from the School of Music upon request. 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.

### Participation Requirements for Performance Ensemble

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 chair of the ensemble performance department and studio performance department.

### Core Requirements for All Undergraduate Music 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 for Specific Undergraduate Music Degrees

#### 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 terms 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 musical 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. Voice majors must complete the minimum requirement of MuP 71, piano as a supporting area emphasizing sight reading, transposing, and accompanying.
- (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 471, 472 and Practicum MuE 407 (G).
- (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 must have two terms in Marching Band, Mus 195 or 395; transfer students must 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 EIED 415, SeEd 417, plus student teaching seminar for 1 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 144 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 EIED 415, SeEd 417, plus student teaching seminar for 1 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; 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 144 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) The current handicapped learner endorsement requirements (see Handicapped Learner Endorsement Program in Teacher Education section of this catalog).

(3) 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.

(4) 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 476; 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) Demonstrated proficiency in counterpoint, scoring, and analysis.

(5) 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.

(6) Approval of the student's qualifications for graduation by the composition faculty.

(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 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) 18th Century Counterpoint, 2 credit hours, Mus 433(G).

(4) Fugue I and II, 4 credit hours, Mus 434(G), Mus 435(G).

(5) Composition I: 9 credit hours, Mus 240, 241, 242.

(6) Scoring for Voices and Instruments: 3 credit hours, Mus 439(G).

(7) Advanced Analysis: 6 credit hours, Mus 430, 431, 432.

(8) Analysis and Criticism: 6 credit hours, chosen from Mus 407(G) or from Mus 435, Mus 457 and 458, Mus 461-477.

(9) A senior lecture-recital, subject to approval by the faculty.

(10) 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

The School of Music offers the following degrees: Master of Music, Master of Arts, Doctor of Musical Arts, and in conjunction with the College of Education, Doctor of Philosophy and Doctor of Education. The areas of emphasis that are available in each of these degrees follow:

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 Music in Piano Pedagogy  
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 Musicianship  
Music Education  
Performance

Doctor of Education with a primary area in Music Education (in conjunction with the College of Education).

Doctor of Philosophy with a primary area in Music Education (through the College of Education).

**Please 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 Requirements for All Master's Degrees

Applicants must satisfy general University, Graduate School, and School of Music requirements governing admission. See the Graduate School section of this catalog regarding credits, residence, and transfer of previous graduate work taken elsewhere.

(1) 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.

(2) Send the following materials to the Coordinator of Graduate Studies, School of Music, University of Oregon.

(a) A copy of transcripts of all previous undergraduate and graduate study.

(b) Three written recommendations, one from a major-area professor.

(c) A statement of career goals, including purpose and intent in earning a graduate degree.

(d) A recent sample of the applicant's scholarly writing, such as a term paper.

(e) 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 composer, musical scores and tapes; for majors in music education, copies of programs conducted.

(3) **Entrance Examinations.** All entering graduate students admitted into a degree program, including premaster's and predoctoral students (excluding the planned fifth year certification program), are required to take entrance examinations in musicianship and music history during their first term of enrollment. These entrance examinations are given on or before the first day or registration each term. Students who do not pass the examinations (or portions thereof) will be required to enroll in prescribed courses, successful completion of which satisfies the requirement.

### Additional Admission Requirements for Specific Master's Degree Programs

**Choral Conducting, M.M.** Minimum of two years successful conducting experience supported by letter of recommendation, tapes, and programs.

**Composition, M.M.** Demonstration of marked ability and technical skill in composition by submitting to the composition faculty scores and tapes 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.

**Music Education, M.M. or M.A.** Proficiency to enter MuP 341-362 in voice or on an instrument taught here.

**Music History, M.A.** Proficiency to enter MuP 341-362 in voice or on an instrument taught here.

**Music Theory, M.A.** (See Music History).

**Performance and Music Literature, M.M.** 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.

**Performance and Music Literature, M.M.** (Group major in woodwind or brass instruments.) Proficiency to enter MuP 581-590 in primary instrument. Proficiency to enter MuP 521-530 in two secondary instruments.

**Piano Pedagogy, M.M.** Proficiency to enter MuP 471 or above.

### Requirements for Specific Areas of Emphasis in Master's Degrees

CHORAL CONDUCTING, M.M.

(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; 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.

(2) **Electives;** to be chosen from Lyric Diction (Mus 455 [G]); Advanced Vocal Pedagogy (MuE 491 [G]); Choral Diction (Mus 507); Baroque Performance Practice (Mus 589); Collegium Musicum (Mus 591); to complete 54 graduate credit hours.

(3) **Residency requirements:** one academic year and two summers in residence on the Eugene campus. The second summer must immediately follow the year's residency.

(4) **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.

COMPOSITION, M.M.

(1) **Specific course requirements.** Research Methods (Mus 511); Seminar in Composition (Mus 507), 3 credit hours; Advanced Composition Studies (Mus 440, 441, 442); Thesis (Mus 503), 9 credit hours, an original composition of major proportions composed, performed, and recorded during the period of Master of Music study.

(2) **Group options:** Ensemble (Mus 591-598), appropriately assigned, three terms; two courses in music history to be chosen from Mus 561-565; four courses (a minimum of 10 credit hours) chosen from the following: Composition with Electronic Media (Mus 407[G]), Advanced Aural Skills (Mus 407[G]), Score Reading (Mus 426-7[G]), Advanced Analysis (Mus 430, 431, 32[G]), Scoring for Instrumentals (Mus 439[G]), Synthesizer Techniques (Mus 443[G]), Synthesizer Lab (Mus 444[G]), Advanced Choral Conducting (Mus 485[G]), Advanced Instrumental Conducting (Mus 486[G]), Advanced Pedagogy of Composition (MuE 491[G]), Studio Performance Studies (MuP 541-562).

In addition, two courses from outside the School of Music 400(G) level or above, 4 credit hours.

(3) **Electives:** Courses 400(G) or above chosen in consultation with the advisor to complete 50 graduate credit hours.

(4) **Completion requirements:** (a) Keyboard instrument performance competence 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. Competence 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.

MUSIC EDUCATION, M.M. or M.A.

**(1) A primary area from the following:** Music in Elementary Education; Music in Secondary Education: Band and Orchestra 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-Musicianship; other area of interest in or outside music as approved by a faculty adviser.

**(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, preferably German, demonstrated by two years of successful undergraduate study of the language, or by passing an examination administered by the School of Music.

**(7) Completion Requirement:** Choose one of the following three options: (a) 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); (b) major project plus an oral examination (carries 2 to 4 credits); (c) 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).

MUSIC HISTORY, M.A.

**(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, preferably German, demonstrated by two years of successful undergraduate study of the language, or by passing an examination administered by the School of Music.

**(4) Completion requirements:** defined with a faculty adviser; normally an oral examination on the thesis.

PERFORMANCE AND MUSIC LITERATURE, M.M.

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. A student in this degree program must be studying in the principal performance area with a member of the School of Music faculty during the term in which the degree recital is given.

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. Also, voice majors must complete the minimal requirement of MuP 171 Piano as a supporting proficiency emphasizing sight-reading, transposing, and accompanying.

Piano majors must take Piano Music (Mus 464, 465, 466).

PERFORMANCE (EARLY KEYBOARD INSTRUMENTS), M.M.

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 (400[G] 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.

PERFORMANCE (GROUP MAJOR IN WOODWIND OR BRASS INSTRUMENTS), M.M.

**(1) Course requirements:** Research Methods (Mus 511); Studio Performance on Primary Instrument (MuP 581-590); Studio Performance on two Secondary Instruments (MuP 521-590) 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.

PIANO PEDAGOGY, M.M.

**(1) Course Requirements:** Research Methods (Mus 511); Piano Performance (MuP 541-571), 12 credit hours; Piano Literature (Mus 464G, 465G, 466G), 6 credit hours; Courses or Seminars in Music History or Literature at 400[G] or above, 6 credit hours; Piano Pedagogy (MuE 471[G], MuE 472[G], MuE 473[G], MuE 491[G]); Practicum (MuE 409[G], or MuE 509), 3 terms; Ensemble (Mus 591-598), appropriately assigned, 3 terms.

**(2) Electives:** Courses 400[G] or above (outside the area of piano studies) chosen in consultation with the adviser to complete 52 graduate credit hours.

**(3) Completion requirements:** A project and a short recital (30 minutes minimum) each to be approved by the piano faculty, and an oral examination.

## Doctoral Degrees

The purpose of each doctoral program is to prepare students for college music teaching. Each program requires a primary and supporting area of study.

### Primary and Supporting Areas

(1) D.M.A.: Primary and supporting areas are available in Composition, History and Musicianship, Music Education, and Performance.

(2) Ph.D.: Primary area is in Music Education. The supporting area is in Research.

(3) D.Ed.: Primary area is in Music Education. The supporting area must be in a field of graduate study outside the School of Music.

### Exploratory Term

Students seeking admission to the doctoral program are encouraged to attend classes for a term prior to applying for admission.

### Qualifications for Admission

(1) The applicant must have been graduated from an accredited four-year college or university.

(2) The applicant must submit evidence of achievement in the chosen primary and supporting areas through transcripts, recommendations, an example of scholarly writing, or other materials required of specific programs.

#### **Transfer of Credits**

Credits from other approved institutions may be transferred to the doctoral program at the University of Oregon under the following conditions:

- (1) The courses must be relevant to the degree program as a whole.
- (2) The courses must be approved by the Graduate Committee of the School of Music and the Graduate School of the University.
- (3) The grades earned must be A or B.
- (4) After formal admission all work taken off campus to be applied toward the doctoral program must have prior approval of the student's adviser.

#### **Student's Responsibilities**

Meeting the requirements set forth for the doctoral degree is the student's responsibility. In order that adequate records may be available to the Graduate Committee of the School of Music, the student should file immediately copies of all communications pertaining to progress on the degree program and records of completion of specific requirements with the Graduate Secretary of the School of Music.

#### **Conditional Admission**

(1) *Send to the Office of Admission, University of Oregon:*

- (a) Graduate Admission Application Form;
  - (b) Official transcripts of all previous undergraduate and graduate study.
- (2) *Send to the Coordinator of Graduate Studies of the School of Music:*
- (a) A copy of transcripts of all previous undergraduate and graduate study;
  - (b) Three written recommendations from persons who know the applicant's professional and personal qualifications;
  - (c) Recent scores of Graduate Record Examination (GRE) Aptitude Tests, both Verbal and Quantitative; GRE Advanced Music Test; Miller Analogies Test.
  - (d) A recent sample of the applicant's scholarly writing, such as a term paper.
  - (e) For students choosing either a primary or supporting area in composition: a score and, if possible, a tape recording of an original composition.
  - (f) 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 (b) above.
  - (g) 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 (d) above].

(h) 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.

(i) Any other materials the applicant believes will be of interest to the School of Music Graduate Admissions Committee.

#### **Entrance Examinations**

All entering graduate students admitted into a degree program, including premaster's and pre-doctoral students (excluding the planned fifth year certification program), are required to take entrance examinations in musicianship and music history during their first term of enrollment. These entrance examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions thereof) will be required to enroll in prescribed courses, successful completion of which satisfies the requirement.

#### **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 in subsequent terms. Further information about formal admission is available from the Graduate Secretary, School of Music.

#### **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.

#### **Core Requirements for Doctoral Degrees**

- (1) Concept Development in College Music Teaching (MuE 540-542), three terms beginning fall term only.
- (2) Advanced Pedagogy (MuE 491[G]), 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 407[G] 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.

(8) Language Requirements. Proficiency in one foreign language, preferably 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.

(9) 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).

#### **Additional Requirements for Specific Areas of Emphasis in Doctoral Degrees**

##### **COMPOSITION, PRIMARY**

- (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 including thesis.
- (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.

##### **COMPOSITION, SUPPORTING**

- (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.

##### **MUSIC EDUCATION, PRIMARY**

The following requirements are the same for the D.M.A., Ph.D., and D.Ed. degrees:

- (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.

##### **MUSIC EDUCATION, SUPPORTING**

- (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.

For the Ph.D. degree the supporting area is in research. For the D.Ed. degree the supporting area is in any field other than Music.

**MUSIC HISTORY AND MUSICIANSHIP, PRIMARY**

- (1) Thesis (Mus 503), 18 credit hours.
- (2) Collegium Musicum (Mus 591), three terms.
- (3) Advanced Pedagogy (MuE 491[G]), 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 University of Oregon campus.

**MUSIC HISTORY AND MUSICIANSHIP, SUPPORTING**

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(G), 426-7(G), 430-1-2(G), 433-4(G), 435(G), and seminars in music theory, according to course availability and student interest.

**PERFORMANCE, PRIMARY**

- (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 University of Oregon 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.

**PERFORMANCE, SUPPORTING**

- (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 Completion of Doctoral Degree***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****Instruction for General Campus Students****Classes of particular interest to students without previous musical instruction.****Mus 125. Basic Music****Mus 201, 202, 203. Introduction to Music and its Literature****Mus 251. The Music of Bach and Handel****Mus 252. The Classic Symphony and Sonata****Mus 253. Introduction to Opera****Mus 254. Introduction to Twentieth Century Music****Mus 258. Music in World Cultures****Mus 450. Listening with Understanding**

Frequently, special classes are offered under Mus 199 or Hum 410, including such topics as the History of Jazz, Asiatic and Near Eastern Music, Folk Guitar, Inside Rock Music, History of Rock and Roll.

**The following credit-earning ensembles are available for all students regardless of their major.****Mus 191, 391, 591. Collegium Musicum.****Mus 194, 394, 594. Chamber Ensemble:****Brass Choir****Wind Ensemble****Other Ensembles as needed****Mus 195, 395, 595. Bands:****Marching Band****Pep Band****Symphonic Band****Wind Ensemble****Mus 196, 396, 596. Orchestra:****Symphonietta****Symphonic Orchestra****Mus 197, 397, 597. Chorus:****Chamber Choir****Contemporary Chorus****University Chorale****University Singers****Vocal Jazz Ensemble****Mus 199. Song and Dance Troup****Mus 392, 592. Small Jazz Ensembles****Mus 393, 593. Jazz Laboratory Band I, II****Mus 398, 598. Opera Workshop****Undergraduate Courses**

**Please note:** For additional undergraduate courses see "Undergraduate Courses Carrying Graduate Credit"

**Music****Mus 111, 112, 113. Musicianship I. 4 credit hours**

**each term.** Study of the disciplines of hearing, performing, analyzing, improvising, and composing a variety of kinds of music; terminology, concepts, and the development of aural-visual acuity. For degree candidates in music. Admission by placement in qualifying examinations. Tubb.

**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. Staff.

**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. Entrance by audition. 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, 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. Martin, others.

**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, Healey, Kammerer.

**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.

**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 general campus students.

**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 nineteenth century. Primarily for general campus students.

**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 Melisande*, *The Rake's Progress*, as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for general campus students.

**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 general campus students.

**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.

**Mus 270. History of Jazz. 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 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. Hurwitz.

**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. Saltzman, 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. Bennett.

**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. Bennett.

**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. Saltzman.

**Mus 391. Collegium Musicum. 1 credit hour any term.** Study of repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight reading; vocal and instrumental repertoire. Entrance by audition. Owen.

**Mus 392. Small Jazz Ensembles. 1 credit hour any term.** Improvisatory group. Study of current and past small group jazz performances 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, Stone.

**Mus 398. Opera Workshop. 2 credit hours any term.** Study of traditional and contemporary repertoire 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, Wilson.

**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 to regularly scheduled classes. Consent of instructor and dean required. Prerequisite: completion of all regularly scheduled classes related to the topic, or equivalent.

## Music Education

**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. 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 Performance

**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 terms 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 terms permitted. No-grade course. Extra fee.

MuP 71. Piano. Steinhardt, Thal, Woods, 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. Jarvie, Case.

MuP 81. Flute. Trombley.

MuP 82. Oboe. J. R. Moore.

MuP 83. Clarinet. 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 144. Vocal Performance. 2 credit hours any term.** Study of the principles of voice production, breath control, and diction through technical exercises and appropriate song material. For degree candidates specializing in B.S. or B.A. degree who have satisfactorily completed instruction at level of MuP 74. Maximum of 3 terms permitted.

**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. 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.** 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.** 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.

MuP 343. Organ. Hamilton.

MuP 344. Voice. Bailey, Breidenthal, Miller, Wilson.

MuP 345. Violin. Maves, McWilliams.

MuP 346. Viola. Maves, McWilliams.

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. 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.** 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.** 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.

**Upper-Division Courses Carrying Graduate Credit**

**Please note:** (G) is graduate credit for music majors; (g) is minor graduate credit for general campus students only.

**Music**

**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. Among topics offered on a rotating basis are the following: Haydn, Mozart, Beethoven, the Classical Symphony, Wagner, Mahler, Schoenberg, Stravinsky, Bartok, Jazz Improvisation, Vocal Performance, Rhythm, and History of Theory.

**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.

**Mus 433. Eighteenth Century Counterpoint. (G) 2 credit hours.** Contrapuntal techniques of the late baroque era including passacaglia, choral prelude, and invention. Prerequisite: Mus 222. Consent of instructor is required. Owen.

**Mus 434. Fugue I. (G) 2 credit hours.** The study of fugue as exemplified by Bach. Prerequisite: Mus 433. Owen.

**Mus 435. Fugue II. (G) 2 credit hours.** Continuation of Mus 434 with emphasis on double fugue, canon, and contrapuntal practices of the 19th and early 20th centuries. Prerequisite: Mus 434. Owen.

**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. Maves.

**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 and Arp Synthesizer and other related equipment in the electronic music studio of the School of Music. Consent of instructor is required. \$7.50 fee. Owen.

**Mus 444. Electronic Synthesizer Laboratory. (G) 1 credit hour each term.** Individual laboratory experience with electronic synthesizers and related equipment. \$15.00 fee.

**Mus 450. Listening with Understanding. (g) 3 credit hours.** Introduction to perceptive listening through experience 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.

**Mus 461, 462, 463. Music for Chamber Ensemble. (G) 2 credit hours each term.** Study of the basic repertoire 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.

**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 Education**

**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 409. Practicum in Piano Pedagogy. (G) 1 credit hour.** Taken concurrently with MuE 472.

**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.

**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 perception; implications for the teaching of music. Prerequisite: EPsy 322, or equivalent. Wilson.

**MuE 471. Piano Pedagogy I: Fundamentals of Teaching. (G) 3 credit hours.** Study of the basic processes of piano teaching. Observation of individual, group, and laboratory instruction at all levels of student proficiency.

**MuE 472. Piano Pedagogy II: Pre-Piano and Beginning Piano Study. (G) 3 credit hours.** Processes and materials for teaching children during the first three years of piano study. Group and individual teaching experiences. Required for practicum teaching in the Preparatory Division. Prerequisite: MuE 471; taken concurrently with MuE 409 or 509.

**MuE 473. Piano Pedagogy III: Teaching Teenagers and Adults. (G) 3 credit hours.** Processes and materials for teaching older beginners and intermediate students. Group, individual, and laboratory teaching experiences. Prerequisite: MuE 471; taken concurrently with MuE 409 or 509.

**MuE 491. Advanced Pedagogy. (G) 3 credit hours any term.** Section in: brass, college music-education courses, composition, history, musicianship, percussion, piano, stringed instruments, voice, woodwinds. Maximum of 9 credit hours permitted.

## Graduate Courses

### Music

**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. For topics offered see Mus 407.

**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, Hurwitz.

**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 1983-84.

**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 1983-84.

**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 1983-84.

**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, Hurwitz.

**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, Hurwitz. Not offered 1983-84.

**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 each term.** See Mus 195 for additional information.

**Mus 596. Orchestra. 1-2 credit hours each term.** See Mus 196 for additional information.

**Mus 597. Chorus. 1-2 credit hours each term.** See Mus 197 for additional information.

**Mus 598. Opera Workshop. 2 credit hours each term.** See Mus 398 for additional information.

### Music Education

**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 each term.** 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 curricula 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.

### Music Performance

**MuP 510. Experimental Course.** Topics and credit hours to be arranged.

**MuP 511-532. Performance Studies (Studio Instruction). 1 credit hour any term.** 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.** 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.** Master's level study for 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.** 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.** 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

1679 Agate Street  
Telephone 686-3102

Steven W. Wolfgram, Department Head

## Staff

Steven W. Wolfgram, Lieutenant Colonel, U.S. Army, Professor of Military Science, B.S., Wisconsin, 1964; M.A., Arizona State, 1972.

Phillip J. McManus, Jr., Major, U.S. Army, Assistant Professor, B.B.A., Hofstra, 1964; M.A., Alabama, 1972.

Raymond A. Cantrell, Major, U.S. Army, Assistant Professor, B.A., Brigham Young, 1966.

Thomas M. Boyd, Captain, U.S. Army, Assistant Professor, B.S., Southern Mississippi, 1977.

Gary J. McCarty, Captain, U.S. Army, Assistant Professor of Military Science, B.A., Colorado, 1975.

William J. Poe, Sergeant First Class, U.S. Army, Principal Drill Instructor.

Ronald Paul, Staff Sergeant, U.S. Army, Supply Sergeant.

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 18.5 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 30 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; 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.** Land navigation; basic first aid; introduction to military skills.

**Mil 221, 222, 223. Military Science II. 1 credit hour each term.** Topical military subjects such as civilian control of the military; the professional soldier's place in society; small unit tactics and group dynamics. Leadership assessment and development.

**Note:** During the period of enrollment in the program, each cadet is required to enroll in History 216, War in the Modern World, and Political Science 205, International Relations. These courses also 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 assessment and 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, 223, 321, 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 LV. 3 credit hours each term.** Staff and command functions in the military; military justice; leadership; service orientation; leadership development; professional ethics.

# Graduate School of the University

125 Chapman Hall  
Telephone 686-5128  
Dean, Richard Hersh

## Administrative Faculty

Richard H. Hersh, Ed.D., Associate Provost for Research; Dean and 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.

Fredrick S. Wilhelm, M.S., Assistant to the Dean for Research. B.S., 1954, M.S., 1970, Oregon.

Camilla Bayliss, M.A., Research Assistant. B.F.A., Stephens College, 1961, M.A., Iowa, 1966.

Charlene Curry, Ph.D., Research Assistant. B.S., 1949, Ed.M., 1951, Oregon State; Ph.D., 1972, Oregon.

## Graduate Council

Richard H. Hersh, Dean, *ex officio*

Shirley L. Menaker, Associate Dean and Chair, *ex officio*

Jan Broekhoff, Physical Education

Fay B. Haisley, Teacher Education

Carolin Keutzer, Psychology

John Leahy, Mathematics

Charley A. Leistner, Speech

Kenneth H. Paul, Fine and Applied Arts

Robert E. Smith, Economics

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 department offering programs of study leading to these degrees. As well as departmental degrees, degrees are offered within some departments in subareas of concentration. Such degrees will be listed following the area of concentration. If no degree is listed, the subject is an area of focus within the departmental degree.

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  
Organic Chemistry  
Physical Chemistry  
Theoretical Chemistry

Classics: M.A.

Classical Archaeology  
Civilization  
Classics  
Greek  
Latin

Computer and Information Science:  
M.A., M.S., Ph.D.

Economics: M.A., M.S., Ph.D.

Econometrics  
Economic Development  
International Economics  
Monetary Theory and Policy  
Public Finance  
Regional and Urban Economics  
Resource Economics

English: M.A., M.F.A., Ph.D.

English and American Literature  
English Linguistics  
Expository Writing  
Creative Writing: M.F.A.

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  
Mathematical 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: M.A.  
Italian Language and Literature: M.A.  
Spanish Language and Literature: M.A.

Russian: M.A.

Sociology: M.A., M.S., Ph.D.

Family, Sex Roles, and Socialization  
Population, Community and Environment  
Sociology of Women  
Stratification and Political Sociology  
Theory  
Work, Occupations, and Organization

Speech: Rhetoric and Communication:

M.A., M.S., Ph.D.

Speech: Telecommunication and Film:

M.A., M.S., Ph.D.

Speech: Theater Arts: M.A., M.S., M.F.A., Ph.D.

### Interdisciplinary Programs

Asian Studies: M.A., M.S.

Chinese  
Japanese

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

Corrections: M.A., M.S.

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.

Interior 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.

Ceramics: M.F.A.

Jewelry and Metalsmithing: M.F.A.

Painting: M.F.A.

Printmaking: M.F.A.

Sculpture: M.F.A.

Visual Design: M.F.A.

Weaving: M.F.A.

Historic Preservation: M.S.

Landscape Architecture: M.L.A.

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: M.A., M.S., M.B.A.

Real Estate: M.A., M.S., M.B.A.

Management: M.A., M.S., M.B.A., Ph.D.

Human Resources Management: Ph.D.

Management Science: Ph.D.

Operations Management

Organization and Management: Ph.D.

Marketing, Transportation and Business

Environment: M.A., M.S., M.B.A., Ph.D.

Marketing: M.A., M.S., M.B.A., Ph.D.

Transportation: M.A., M.S., M.B.A.

Interdepartmental Programs

Forest Industries Management: M.B.A.

Industrial Relations: M.A., M.S.

### College of Education

Counseling Psychology: D.Ed., Ph.D.

Counseling: M.A., M.S., M.Ed.

Employment and Vocational

Individual and Family

School and Social Agency

Curriculum and Instruction: M.A., M.S.,

M.Ed., D.Ed., Ph.D.

Early Childhood Education

Elementary Education: M.A., M.S., M.Ed.,

D.Ed., Ph.D.

Community Education

Curriculum and Supervision: M.A., M.S., M.Ed.

Gifted and Talented

Instructional Technology

Reading and Language Arts

Secondary Education: M.A., M.S., M.Ed., D.Ed., Ph.D.

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: 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

Community Service and Public Affairs:

M.A., M.S.

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

Music: M.M.

Choral Conducting

Composition

Performance

Performance and Music Literature

Music: M.A.

Music History

Music Theory

Music: D.M.A.

Composition

Music History and Musicianship

Performance

Music Education: M.A., M.M., D.M.A., D.Ed.,

Ph.D. (D.Ed. and Ph.D. degrees granted by

College of Education)

## 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 \$25.00 fee when applying for admission. Applicants should address inquiries concerning graduate admission to the department or school in which they plan to study, not to the Graduate School or the Office of Admissions.

### Application Procedure

Students seeking admission to the Graduate School must submit an application on an official University application form. The first copy (green) of the application form and an official transcript from the college or university from which the applicant received a baccalaureate degree and all subsequent post-baccalaureate work must be sent to

Office of Admissions  
Post Office Box 3237  
University of Oregon  
Eugene, Oregon 97403

(University of Oregon graduates must provide the Office of Admissions with an official transcript of all post-baccalaureate work taken at all other institutions.)

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

At the option of the school or department, the applicant may also be requested to furnish additional materials such as transcripts of test scores (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 circumstances, 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. The 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 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 graded 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* courses. (This provision does not apply to a Second Master's degree in the Interdisciplinary Studies: Individualized Program [IS:IP], as this is a composite master's-degree program.) Schools and departments may require more than this minimum. 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 calendar year) has been approved.

### 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 practical/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, below). 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 microfilming 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 Master's 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.

**IS1 501. Research.** Credit hours to be arranged. No-grade course.

**IS1 503. Thesis.** Credit hours to be arranged.

**IS1 505. Reading and Conference.** Credit hours to be arranged.

**IS1 506. Special Studies.** Credit hours to be arranged.

**IS1 507. Seminar.** Credit hours to be arranged. Industrial Relations Administration of Justice and Corrections. Asian Studies. Grade required for majors.

**IS1 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, Ellen Johnston Laing; 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 separate 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 during 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 the equivalent [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, research, 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 IS: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 Menaker, Director, IS:IP, 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 IS: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 for 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 each 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 any three of the following fields: anthropology, economics, geography, history, political science, psychology, and sociology) or in the composite field of science (including work in any three of the following fields: biology, chemistry, geology, mathematics, and physics). Twelve credit hours are required in each field.

In each of the options listed above, the student must take at least 9 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** instructional 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.

**Dissertation Registration.** As noted earlier, the dissertation committee cannot be appointed formally, nor can the candidate register for thesis (503) hours until having been advanced to candidacy.

**Defense of Dissertation.** Formal, public defense must take place on the campus at a date set by the committee chair and approved by the Graduate School.

**Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript which the candidate provides for the dissertation committee at least three weeks before the formal defense.**

Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the 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 calendar year) has been approved. Following advancement to candidacy, only a single year of leave will be allowed. For the remainder of the post-advancement period, the candidate must maintain a minimum registration of three graduate hours per term or an *in absentia* registration (see Continuous Enrollment, page 272, 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 noneducation courses related to the program. With the exceptions noted here, the general requirements for residence, dissertation, examinations, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree.

### 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 knowl-

## Summary of Procedures Leading to Doctoral Degrees

Procedure	Responsible Agency	Chronology
(1) Admission.	Department, school, or college.	First step.
(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.	Department, school, or college.	After appointment of advisory committee.
(3) Foreign languages or specialized knowledge.	Advisory committee; department, school, or college.	Before comprehensive examination.
(4) Comprehensive examination covers the major discipline and advances the student to candidacy for the degree.	Department, school, or college.	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.
(5) Appointment of dissertation committee, registration for dissertation (503), and completion of dissertation.	Department, school, or college proposes committee, which is appointed by the Graduate School dean.	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.
(6) Application for degree.	Student via Registrar.	First two weeks of the term in which the degree is to be granted.
(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.	Department, school, or college.	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 <i>all</i> 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.
(8) Dissertation publication. \$36.00 fee required.	Graduate School and Business Office.	Before certification of completion.
(9) Granting of degree.	General faculty; on certification by Graduate School; Registrar.	At end of term in which all degree requirements are satisfied.
(10) Certificate of completion.	Graduate School; Registrar.	
(11) Diploma.	Registrar.	Dated as of Commencement.

edge 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 272) 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. Procedures for credit-by-examination for graduate students are as follows:

- (1) The graduate adviser and the dean or department head of the division offering the course must approve the student's petition.
- (2) The student must pay in advance a special examination fee of \$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 hour 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. Post-advancement doctoral students are allowed only a single year of leave following advancement to candidacy. Beyond this, the doctoral student will be permitted 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 may not exceed one calendar year.

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.

### 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 tuition schedule for graduate students each term of the academic year 1981-82 was as follows:

Credit Hours	Resident	Nonresident
3 .....	\$214.50	\$346.50
4 .....	\$265.50	\$441.50
5 .....	\$316.50	\$536.50
6 .....	\$367.50	\$631.50
7 .....	\$433.50	\$739.50
8 .....	\$491.50	\$841.50
9 .....	\$551.50	\$945.00
Each credit hour over 16 .....	\$ 51.00	\$ 95.00

Tuition rates have not yet been determined by the Oregon State Board of Higher Education for the 1982-83 academic year. However, current recommendations are to raise resident tuition approximately \$80.00 per term and nonresident tuition approximately \$150.00 per term. The final tuition schedule will appear in the fall 1982 *Time Schedule of Classes*.

Every graduate student must make one \$50.00 general deposit annually at the first registration to protect the University against loss or damage to institutional property.

A graduate student not previously enrolled at the University pays a nonrefundable \$25.00 application fee with the application materials to the Office of Admissions.

All authors of doctoral and master's theses are assessed a microfilming fee to cover reproduction costs. Every doctoral student must submit the dissertation to University Microfilms International in Ann Arbor, Michigan. Copyrighting is optional. Consult the *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, has 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 they have 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 nonresident 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. Consult the department for specific application deadlines. Fellowship awards are made on the basis of the student's promise as a graduate student. Graduate teaching assistants and some research assistants are represented by the Graduate Teaching Fellows Federation, AFT, Local 3544. Recruitment and selection follow established published procedures from departments and the provisions of the Graduate Teaching Fellows contract. Details of appointment procedures are available from the departments of instruction. Reappointment is subject to departmental policy but is always contingent upon making satisfactory progress toward the degree.

**Teaching Fellowships.** Nearly all schools and departments award graduate teaching fellowships. In 1981-82 stipends for a .30 standard appointment ranged from \$4,029.00 to \$5,809.00 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 graduate 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. Please refer to the Student Financial Aid section of this Catalog (see index) for information on available aid and application procedures.

**International Students.** Foreign students may work on campus during the school year but should not count on working off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Services on campus.

Foreign students are 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.

John Farley, Ph.D., Assistant Professor of Physics.

Marvin D. Girardeau, Ph.D., Professor of Physics.

David R. Herrick, Ph.D., Associate Professor of Chemistry.

Bruce Hudson, Ph.D., Associate Professor of Chemistry.

### Associates

Robert M. Mazo, Ph.D., Professor of Chemistry.

Ira G. Nolt, Ph.D., Senior Research Associate.

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.  
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., Professor of Biology.  
Frederick Dahlquist, Ph.D., 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.  
George Sprague, 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., Associate Professor of Chemistry.  
Warner L. Peticolas, Ph.D., Professor of Chemistry.  
William R. Sistrom, Ph.D., Professor of Biology.

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 Institutes 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., 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 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.  
Shen-Chang Chao, Ph.D., Research Associate.  
Paul L. Csonka, Ph.D., Professor of Physics.  
Nilendra G. Deshpande, Ph.D., Associate Professor of Physics.  
Russell J. Donnelly, Ph.D., Professor of Physics.  
Marvin D. Girardeau, Ph.D., Professor of Physics.  
Amit Goswami, Ph.D., Professor of Physics.

Roger Haddock, Ph.D., Associate Professor of Physics.

Charles Hart, Ph.D., Research Associate.

David R. Herrick, Ph.D., Professor of Chemistry.

Keisho Hidaka, Ph.D., Research Associate.

John V. Leahy, Ph.D., 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.

Davison E. Soper, Ph.D., Associate Professor of Physics.

Robert L. Zimmerman, Ph.D., Associate Professor of Physics.

#### Associates

Thomas R. Dyke, Ph.D., Associate Professor of Chemistry.

Warner L. Peticolas, 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

John H. Baldwin, Ph.D., Assistant Professor of Urban Planning.

Allen Brown, M.U.P., Research Associate in Architecture.

G. Z. Brown, M.A., M.B.A., M.Arch., Assistant Professor of Architecture.

Pegi Erickson, B.S., Research Assistant in Physics.

John Hull, B.S., Research Assistant in Physics.

David Neagly, B.A., Research Associate in Architecture.

Barbara-Jo Novitski, M.Arch., Research Associate in Architecture.

Pat Ryan, B.S., Research Assistant in Physics.

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 center, 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 center activities since Oregon became a member in 1973.

Fees are approximately \$9.00 per week; in-residence room and board costs are approximately \$15.00 per day. Arrangements for academic credit may be made through faculty and the Graduate School. Individuals should consult Benton Johnson, Professor of Sociology, who is the University's coordinator for center 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.

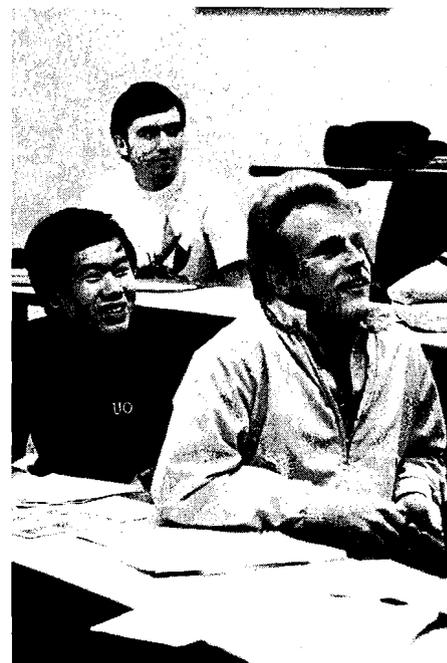
Jeanne McGee, Ph.D., Assistant Professor of Sociology.

William C. Mitchell, Ph.D., Professor of Political Science.

The Institute for Social Science Research facilitates the investigation of the broad range of problems addressed 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 whose holdings are 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.



# University Continuation Center

## 333 Oregon Hall

Telephone 686-4231

C. W. Schminke, Director

### Associate Directors:

Curt Lind, Continuing Education

Corinne Hunt, Community Education Program

Ron Trebon, Summer Session

## Continuing Education

Continuing Education is the process through which the Continuation Center offers a wide range of educational activities to adult students in the Eugene area and throughout Oregon. The activities include credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics range from water safety on our rivers to international affairs and include Oregon history, guitar playing, computer operations, and English as a second language.

A special aspect of the center's continuing education program is its service to teachers and administrators throughout the state. Courses are provided in local areas to meet both professional self-improvement and credential requirements. Written inquiries may be addressed to Continuing Education, 333 Oregon Hall; or telephone (503) 686-4231.

## Community Education Program

An important dimension of the University's continuing education responsibility is the Community Education Program. The Community Education Program provides an opportunity for individuals not formally admitted to enroll in University classes.

Community Education students may register for a maximum of six credits per term at reduced fees. Credits earned through the Community Education Program may be subsequently transferred to undergraduate or graduate programs.

Interested persons are invited to call or write the Community Education office; telephone: (503) 686-5614.

## Summer Session

Enrollment during summer term is open to anyone wanting to study. Formal admission to the University is necessary only if a student decides to pursue a formal degree program. All summer courses offer regular University credit. In addition, all students pay in-state tuition. The only requirement for attending Summer Session is that an *Intent to Register*



card be filed prior to registration day to enable preparation of a personalized registration packet. *Intent to Register* cards are included with the Summer Session Catalog or are available at the Continuation Center; telephone: (503) 686-3475.

### Prefreshman Program

Students unable to qualify for regular admission to the University on the basis of a high school record or either SAT or ACT test scores may qualify for admission by completing an approved program of study during Summer Session. Interested students are asked to consult the Office of Admissions, 270 Oregon Hall, for complete information; telephone: (503) 686-3201.

### Financial Aid

Financial aid is available in summer only for students in good academic standing and who were enrolled in the University the previous spring term or have been admitted formally and plan to attend the succeeding fall term. The University has available loans and part-time work, although on a relatively limited basis during summer. Students must have completed files in the Office of Financial Aid prior to March 1.

### Housing

Single and multiple rooms in University residence halls are abundant in summer. Student-family housing vacancies are limited in summer and usually are occupied during the summer by year-round students. Rental houses, apartments, and boarding houses are available near the campus.

### Registration

The dates for the eight-week 1983 Summer Session are June 21-August 12. Select eleven-week courses begin June 21 and end September 2. Registration day is June 20. Students also may register the first day of class. Detailed registration procedures appear in the *Summer Time Schedule of Classes* available after May 15 from the Registrar's Office, 220 Oregon Hall, or the Continuation Center, 333 Oregon Hall.

Detailed information about Summer Session may be obtained from the Summer Session Catalog or by writing to Summer Session, 333 Oregon Hall, University of Oregon, Eugene, Oregon 97403, or by calling (503) 686-3475.

# Library, Museums, and Computing

## University Library

### 113 Library

Telephone 686-3056

**George Shipman, University Librarian**

**Thomas W. Leonhardt, Assistant University Librarian for Technical Services**

**Patricia W. Silvernail, Assistant University Librarian for Public Services**

**Donald Smith, Assistant University Librarian**

**George E. Bynon, Assistant to the University Librarian**

### Faculty

George E. Bynon, D.Ed., Assistant Professor; 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; 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; 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; Special Collections Department. B.A., 1973, Southern Illinois.

Kenneth W. Duckett, M.S., Professor; Curator of Special Collections. B.A., 1950, Denver; M.S., 1954, Wisconsin.

James R. Dwyer, M.L., Assistant Professor; Catalog Department. B.A., 1971, M.L., 1973, Washington.

Katherine G. Eaton, M.S., M.S., Assistant Professor; 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; Head, Interlibrary Loan Service, Reference Department. B.A., 1966, George Fox; M.L., 1967, Washington.

J. Richard Heinzkill, M.L.S., Associate Professor; Reference Department. B.A., 1955, St. John's, Minn.; M.L.S., 1964, Michigan.

Shirley Ann K. Hoffer, J.D., Visiting Instructor; Law Reference Librarian. B.A., 1958, U.C.L.A.; M.L.S., 1969, Michigan; J.D., 1981, Oregon.

Dennis R. Hyatt, J.D., Associate Professor; Law Librarian. B.A., 1969, Missouri; J.D., 1972, M.L.L., 1974, Washington.

Holway R. Jones, M.A., Professor; Head, Reference Department. B.A., 1948, B.L.S., 1951, M.A., 1957, California.

Edward C. Kemp, M.L.S., Professor; Head, Acquisition Department. A.B., 1951, Harvard; M.L.S., 1955, California.

Wen-kai Kung, Ph.D., Assistant Professor; Catalog Department; Bibliographer, Orientalia Collection. B.A., 1952, National Taiwan; M.A., 1957, South Carolina; M.A., 1964, Pennsylvania; Ph.D., 1976, M.L., 1978, Washington.

William C. Leonard, M.S., Associate Professor; Head, Graphic Arts Service, Instructional Media Center. B.S., 1965, M.S., 1970, Oregon.

Thomas W. Leonhardt, M.L.S., Associate Professor; Assistant University Librarian for Technical Services. A.A., 1968, Pasadena City; A.B., 1972, M.L.S., 1973, California.

Robert R. Lockard, M.A., M.A., Assistant Professor; Reference Department. B.A., 1952, Colorado State College of Education; M.A., 1965, Denver; M.A., 1970, Oregon.



Richard J. Long, M.S., Senior Instructor; Reference Department. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon.

Reyburn R. McCready, M.A., Associate Professor; Head, Architecture and Allied Arts Branch Library. B.A., 1950, John Brown; M.A., 1961, Denver.

Claire Meyer, M.A., Assistant Professor; Reference Department. B.A., 1958, M.A., 1961, Minnesota.

Christine Olson, M.L.S., Assistant Professor; Catalog Department. B.A., 1971, M.L.S., 1972, Oregon.

Guido A. Palandri, B.A., B.L.S., Professor; Head (Acting), Catalog Department. B.A., 1949, Oregon; B.L.S., 1954, California.

Huibert Paul, M.L.S., Assistant Professor; 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 Archives; Secretary of the Faculty. 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; Catalog Department. B.A., 1970, Oregon; M.S.L.S., 1975, Southern California; M.S., 1978, Oregon.

William Z. Schenck, M.L.S., Associate Professor; Collection Development Librarian. A.B., 1976, Johns Hopkins; M.A., 1971, M.L.S., 1972, North Carolina.

Lois M. Schreiner, M.L.S., Assistant Professor; Documents Section, Reference Department. B.S., 1968, M.L.S., 1969, Oregon.

Rose Marie Service, M.A., M.A., Associate Professor; Reference Department. A.B., 1944, Michigan State Normal, Ypsilanti; M.A., 1950, M.A., 1955, Minnesota.

George W. Shipman, A.M.L.S., M.A., Professor and University Librarian. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1976, Michigan.

Patricia W. Silvernail, M.A.T., A.M.L.S., Associate Professor; Assistant University Librarian for Public Services. B.A., 1963, Seattle; M.A.T., 1967, Antioch; A.M.L.S., 1972, Michigan.

Donald T. Smith, M.A., M.S., Professor; Assistant University Librarian for Budget and Planning. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia.

Teresa M. Smith, M.L.S., M.S., Instructor; Catalog. B.S., 1972, Purdue; M.L.S., 1976, M.S., 1978, Oregon.

Ruth E. South, M.L.S., Instructor; Reference Department. B.A., 1950, M.L.S., 1972, Oregon.

Thomas A. Stave, M.L., Assistant Professor; Head, Documents Section, Reference Department. B.A., 1972, Whitworth; M.L., 1974, Washington.

Howard H. Wade, M.A., M.L.S., Instructor; 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; 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 Zaporozhietz, M.S.L., Assistant Professor; Reference Department. B.A., 1972, Michigan State; M.S.L., 1974, Western Michigan.

The University of Oregon Library collections consist of about 1,415,000 volumes, with an additional 115,000 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 19-century England, and Oriental art.

The initial library building was constructed in 1937 by PWA labor and with a loan from the federal government that was repaid by the student building fee. Additions were constructed in 1950 and 1966. The handsome facade of the main Library shows some influence of the Lombard Romanesque style. Notable fine arts pieces 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.

The Friends of the Library is a voluntary organization founded in 1940 with the object of promoting "the welfare of the University Library in all possible ways, especially by securing additions to its resources by soliciting contributions of books and funds." Membership application blanks are available from the Office of the University Librarian.

#### 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. Not offered by the library. Available as Humanities 407. Seminar: The Book and History (g); winter term, 1983.

**Lib 481, 482, 483. Introduction to Archives. (g) 3 credit hours each term.** Historical development or 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, manuscript, records management. Sequential course for seniors and graduate students, or juniors with consent of instructor. Richard. Not offered 1982-83.

#### School of Librarianship

The School of Librarianship was suspended in August 1978. Those having questions arising from the operation of this school should consult K. Keith Richard in the University Archives, care of 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. Not offered 1982-83.

#### 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.

## Museum of Art

**Museum of Art**  
**Telephone 686-3027**  
**Richard Paulin, Director**

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., Maude I. Kern's Professor of Oriental Art, Curator of Oriental Art, Museum of Art. B.A., 1954, Missouri; M.A., 1956, Wisconsin; Ph.D., 1967, Michigan.

Robert B. Lofft, B.A., Asst. Supervisor, Visual Arts Resources, Museum of Art. B.A., St. Joseph's College, Renesselaer, 1966.

Richard Calkins Paulin, M.A., Director, Museum of Art, Assistant Professor of Art History. A.B., DePauw, 1951; M.A., Denver, 1958.

Michael Whitenack, M.A.T., Supervisor of Visual Arts Resources, Museum of Art. B.F.A., Minnesota, 1970; M.A.T., Louisville, 1972.

Barbara Zentner, M.S., Registrar, Museum of Art. B.A., Oregon, 1944; M.S., Oregon, 1978.

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 the 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 of Art will be closed to the public on Mondays and Tuesdays during the 1982-83 academic year, and is closed during August and September.

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

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. Budget cutbacks have forced reduction in public hours; however, it is anticipated the museum will remain open on a partial basis through volunteer efforts.

The University is part of a long-range plan 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.

## Condon Museum of Geology

**144 Geology Building**  
**Telephone 686-4586**  
**Norman M. Savage, Program Director**

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 to the museum.

## University of Oregon Herbarium

**101 Herbarium, Museum of Natural History  
Telephone 686-3033  
David Wagner, Director**

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.

David H. Wagner, Ph.D., Director and Curator. B.A., Puget Sound, 1968; M.S., 1974, Ph.D., 1976, Washington State.

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 1,000 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.

## Oregon State Museum of Anthropology

**308 Condon Hall  
Telephone 686-3034  
Don E. Dumond, Director**

C. Melvin Aikens, Ph.D., Curator. B.A., Utah, 1960; M.A., 1962, Ph.D., 1966, Chicago.

Don E. Dumond, Ph.D., Director. B.A., New Mexico, 1949; M.A., Mexico City College, 1957; Ph.D., Oregon, 1962.

Richard M. Pettigrew, Ph.D., Survey Archaeologist for Highways. B.A., Standord, 1970; M.S., 1972, Ph.D., 1977, Oregon.

Theodore Stern, Ph.D., Curator. B.A., Bowdoin, 1939; A.M., 1941, Ph.D., 1948, Pennsylvania.

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 Computing

**250 Computing Center  
Telephone 686-4394  
Gordon P. Ashby, M.B.A., Co-Director  
Joanne R. Hugi, M.S., Co-Director**

Floyd E. Bard, Facilities Manager

James P. Bohle, M.S., Manager, Student Information Systems

Mary Bradley, Production Control Coordinator

Alice Chan, M.S., Systems Analyst

Paul T. Conte, M.S., Manager, Academic and

Research Computing

Richard M. Millhollin, M.S., Manager, Technical

Services

Richard W. Haller, Ph.D., Senior Research Consultant

Kermit Larsen, M.S., Senior Programmer-Analyst

Stephen Pruch, M.S., Programmer-Analyst

Gus B. Pusateri, B.S., Business Manager

Betsy L. Shaw, M.L.S., B.S., Documents Room

Librarian

Dale C. Smith, B.S., Senior Systems Programmer

David B. Ulrich, B.A., Manager, Computing Support

Services

Sara Wyant, Ph.D., Senior Research Consultant

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 interactive computing, a DEC 1091 computer system, used primarily for time-sharing applications; and peripheral data-processing equipment. Programming systems and languages available include FORTRAN, FLECS, WATFIV, PL/1, COBOL, BASIC, IBM 4341 and DEC 1091 assembler languages, SIMSCRIPT, SNOBOL, and ALGOL. A documents library of manuals and documentation on programs and equipment is available to all users. Contract 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 and Information Science. The latter is the academic division that offers courses in theory and practice and the pursuit of baccalaureate and advanced degrees.



# Services for University Students

**372 Oregon Hall**  
**Telephone 686-3105/686-3216**  
**Gerard F. Moseley, Associate Provost for Student Affairs**  
**Robert L. Bowlin, Dean of Students**  
**William Ballester, Assistant to the Associate Provost**  
**Vernon Barkhurst, Conduct Coordinator and Associate Dean of Students**  
**Jane DeGidio, Director, Student Paraprofessional Program**  
**Barbara Nicholls, Counselor of Student Athletes**  
**Hilda Young, Director 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.

## Student Conduct Program

**372 Oregon Hall**  
**Telephone 686-3210**  
**Vernon L. Barkhurst, 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.

An abridged version of the Code of Student Conduct and information concerning the Student Conduct Program appear in the Student Handbook section of the *Time Schedule of Classes*. Copies of the complete code are available for examination in the offices of the Associate Provost for Student Affairs, Dean of Students, Registrar, Academic Advising and Student Services, Housing, and ASUO.



## Paraprofessional Program

**372 Oregon Hall**  
**Telephone 686-3216**  
**Jane DeGidio, Director**

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 communica-

tion. 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 director.

## 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 on this page. 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.

## Academic Advising

### Office of Academic Advising and Student Services

164 Oregon Hall

Telephone 686-3211

Shirley Wilson, Director

Marliss G. Strange, Associate Director

Joe Wade, Associate Director

Jack W. Bennett, Counselor

Judith R. Bogen, Counselor

Chris Goodrich, Counselor

George Wasson, Counselor

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

Advisers and counselors are available weekdays on a drop-in basis for students needing advice about general University requirements and help with personal or academic problems.

Academic advising workshops are held throughout the year and cover such topics as: How to Choose a Major, Careers in Public Relations, Careers in Nutrition, Majoring in Architecture, Majoring in Business Administration, Majoring in Humanities, How to Apply to Graduate School, and many more.

**Academic Standing.** Academic standing in the University is determined by the grades and marks a student earns in University of Oregon courses. Good academic standing means that the student is making satisfactory progress toward a degree each term and may register for as many as 21 credit hours if he or she chooses.

An academic warning is given if, in any term, D, F, N, Y, or I marks become a significant part of the student's record (W's are not computed in academic standing). If this condition is repeated in the next term, the student will be placed on academic probation. Students on academic warning or probation may register for no more

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than 18 credit hours. A further term of unsatisfactory work can lead to disqualification from the University. (See the *Time Schedule of Classes* for a complete explanation of academic warning, probation, and disqualification.) Counselors in the Office of Academic Advising and Student Services are available to assist students who are not in good academic standing.

**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 can 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 such 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 available 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.

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

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)

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 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.

## Orientation Office

**270 Oregon Hall**  
**Telephone 686-3218**  
**Gregg Lobisser, Director**

The Orientation Office coordinates orientation programs for new undergraduate students. The programs focus on improving the quality of the new students' experience at the University by giving them early assistance with their academic, social, and personal adjustment to the University of Oregon.

**Early Orientation and Registration.** The Early Orientation and Registration Program (EORP) provides entering freshmen with an opportunity to get academic advising and to register early during the month of July, for fall-term classes. This gives freshmen who attend the program the opportunity to begin their academic careers without the pressures created by fall-term registration. Freshmen who participate in early orientation are already registered for classes when they return to campus in the fall and are free to enter into the many activities available to students during New Student Week.

**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.

**New Student Week.** The week of fall-term registration is called New Student Week. During New Student Week over 150 academic, social, and cultural programs sponsored by faculty and returning students are held campus-wide to help entering freshmen and new undergraduate transfer students start their academic careers smoothly. New Student Week provides opportunities to meet other students and to discover the campus and community resources vital to the student's educational goals.

### New Student Host Program.

New students who participate in the New Student Host Program during New Student Week will become acquainted with an assigned small group of other new students and their student volunteer host. Hosts join in their group's activities, help students meet one another, and serve as sources of information about the University and the community. The hosts collectively plan and present more than forty social and recreational programs for new students during the week, beginning with the Grand Inaugural Activities at Hayward Field.

**Information Booth.** For information about services, office locations, or general questions about the University, students should go to the Information Booth on the first floor of Oregon Hall, or call 6896-3014. Open 8:30 a.m.-4:30 p.m., Monday through Friday, the Information Booth distributes a variety of pamphlets describing University programs, sells University of Oregon catalogs, and conducts campus tours each weekday at 10:30 a.m. and 2:30 p.m.

**Special Programs and Assistance.** Upon request, the Orientation Office cooperates with campus offices or groups to plan and present special orientation programs for undergraduate students. The help offered includes advice about planning, assistance with arrangements for physical facilities, workshops, and other projects.

# International Services

**330 Oregon Hall**  
**Telephone (503) 686-3206**

**Thomas Mills, Director**  
**Peter Briggs, Assistant Director**  
**Mary E. Litchman, Adviser**  
**Paul Primak, Foreign Study Adviser**

The University currently enrolls about 1,000 foreign students from more than 75 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 France, England, and Germany. 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.

**Avignon, France.** Students in this program, which is taught in English, study the culture, traditions, and social systems of Provence. Field trips are used as an integral part of the academic experience. To help round out the cultural experience in Avignon, students live with townspeople. Acceptance into the program requires one term of college French.

**London, England.** Historic London is the setting for this program which emphasizes the humanities and social sciences. Field trips are integrated into the academic work to provide a rounded educational experience. Students live with English families.

**Cologne, Germany.** Cologne offers a liberal arts curriculum that is similar to the programs in London and Avignon. Although courses are taught in English, some knowledge of German is recommended. Students live with German families.

**University of Linköping, Sweden.** This year-long exchange program is available to students demonstrating proficiency in Swedish. Courses are taught in Swedish and emphasize Scandinavian studies.

**Soviet Union: Moscow.** The Pushkin Institute, renowned for teaching Russian as a foreign language, is the site of this semester program for students of Russian. For acceptance into the program, applicants must have had three or more years of college Russian.

**Soviet Union: Leningrad.** Students in this program take classes in Russian language, literature, and culture at Leningrad State University. Because classes are conducted in Russian, students must have a minimum of two years of college Russian for the summer program, and three years for the semester program.

**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, Tubingen, 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 sciences.

**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 of their home campus.

**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

**241 Prince Lucien Campbell Hall**  
**Telephone 686-3945**  
**Noel Schutz, 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 Culture  
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 a limited number of credit hours per term in regular University classes.

#### Projected Expenses for Academic Year

	Per Term	Per Year
Tuition and Fees .....	\$1,200	\$3,600
General Deposit .....	—	50
Health Insurance .....	42	122
Housing .....	600	1,800
Food .....	400	1,200
Personal Expenses ....	165	500
Educational Supplies .	40	120
Total .....	\$2,447	\$7,392

**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 required of all foreign students who do not have similar coverage from their home countries. Proof of insurance is required at registration.

**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 of 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 \$25.00;
- (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  
American English Institute  
University of Oregon  
Eugene OR 97403 USA.

## Learning Resources Center

### 5 Friendly Hall

Telephone 686-3226

David Hubin, Director

Susan J. Lesyk, Assistant Director

The Learning Resources Center provides assistance to all students who want to improve their academic learning skills.

Among the programs offered through the center are four-week workshops on academic speed reading, study techniques, grammar, and standardized test preparation. A writing lab and mathematics lab are available on a drop-in basis for students having difficulties completing writing tasks or understanding a particular mathematics concept. In addition, peer tutors may be provided for an entire term for students in many lower division and entry-level courses.

Students who are concerned about their academic reading, researching, writing, and general study skills may benefit from participation in "Introduction to University Study" (ALS 101). This 3-credit course, which gives students an academic orientation to the University, is particularly helpful for new students.

The office is open weekdays from 8:30 a.m. to 5:00 p.m.

## Upward Bound

### 107 Friendly Hall

Telephone 686-3501

Pearl M. Hill, 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

Telephone 686-3232

Jacqueline Bonner, Director

George Buelow, Assistant Director

Larry Bridges, Assistant Director

The Educational Opportunities Program offers tutorial assistance and academic advising for lower-income students and instruction in vocabulary, research methods, critical thinking, and communications tools including writing, speaking, reading, and listening. All classes in this program stress values of research institutions, self-awareness, and the fit between personal identity, a college education, and the work world.

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

## Counseling Center

### Second Floor, Counseling and Health Center

Thirteenth Avenue at Agate Street

Telephone 686-3227

William Kirtner, Director

Counselors:

Richard Francisco

Carolin Keutzer

Andrew Thompson

Saul Toobert

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 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 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**

**Telephone 686-3235**

**Lawrence Smith, Director**

**Deborah Chereck, Career Development Specialist**

**W. Sanford Heins, Coordinator, Educational Placement**

**Theresa Ripley, Coordinator, Career Planning**

**Richard D. Young, Career Counselor for Liberal Arts and Minorities**

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 search skills and resumé writing; 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.

## Council for Minority Education

**314 Oregon Hall**

**Telephone 686-3479**

**Gary Y. Kim, 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.

No special application procedures are 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.

## Veterans Affairs

**364 Oregon Hall**

**Telephone 686-3118**

**Hilda Young, Director**

The Office of Veterans Affairs assists veteran students and their dependents in obtaining veteran educational benefits in compliance with Veterans Administration procedures and regulations.

The office is a clearinghouse for information on Veterans Administration and Oregon State Veteran benefits, including Veteran Vocational Rehabilitation, Veteran Work-Study, and the Veterans Tutorial Assistance Programs. Students wanting *advance pay* for educational benefits should call or write the Office of Veterans Affairs approximately 60 days before the beginning of the student's first term at the University of Oregon and certainly no later than 30 days before. All other students may be certified upon registration, but should stop in at the Office of Veterans Affairs prior to each term to provide information about their school plans for the new term.

## Health Services

**Counseling and Health Center**

**Thirteenth Avenue at Agate Street**

**Telephone 686-4441**

**Director, James K. Jackson, 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.

Physicians on the staff are:

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.  
Peter A. Hafner, 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.

## Erb Memorial Union

**Thirteenth Avenue at  
University Street  
Telephone 686-3705  
Director, Adell McMillan**

**Robert Schultz, Assistant Director  
John Moore, Executive Coordinator, ASUO  
Frank Geltner, Jr., University Program  
Consultant  
Mary-Curtis Gramley, Coordinator,  
Child Care Centers  
Bruce Mason, Coordinator, Outdoor  
Program  
Keith Nelson, Assistant Coordinator,  
Outdoor Program  
Thomas F. Urban, Coordinator, Craft Center  
Sandra L. Vaughn, 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 House, which rents canoes and kayaks for use on the Millrace and elsewhere.

The Erb Memorial Union is funded from two sources: the incidental fee paid by all students each term, and the income generated by some EMU units. Each year the EMU submits its budget to the ASUO Incidental Fee Committee, which makes recommendations to the president of the University regarding the allocation of incidental fees to the 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.

## University of Oregon Bookstore

**Thirteenth Avenue at Kincaid Street  
Telephone Business Office 686-4331  
Telephone Textbooks 686-5320  
Telephone General Books 686-3510  
James L. Williams, General Manager**

The University of Oregon Bookstore, Inc., is just west of the campus in the Campus Village. The bookstore is a nonprofit corporation established in 1920 to serve the students, faculty, and staff of the University of Oregon.

The bookstore is open during the school year from 7:30 a.m. to 5:30 p.m., Monday through Friday, and 10:00 a.m. to 3:00 p.m., Saturdays. During the summer, the bookstore is closed on Saturdays and opens at 8:15 a.m. on weekdays.

**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 for store purchases, a free notary public service, free self-service coin lockers, 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 five



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 \$302,000 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.

## Recreational Programs

**Department of Physical Education**  
**Gerlinger Hall**  
**Telephone 686-4113**  
**Karla Rice, 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 gymnasias, 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**  
**Telephone 686-4481/686-3388**  
**Richard Bay, Director**

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. In 1981, Oregon women were second in NCAA cross country, tied for third in AIAW track, and made the second round of the AIAW basketball playoffs.

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.

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 few years, while participating in NCAA championships. The NCAA, the long-time organizer of men's athletics, began sponsoring women's championships in the 1981-82 season.

The University also belongs to the men's Pacific-10 Conference and the newly formed women's Northern Pacific Conference (NorPac). Other members of the Pac-10 are Arizona, Arizona State, UCLA, USC, California, Stanford, Oregon State, Washington, and Washington State. The other NorPac schools are Washington, Washington State, Oregon State, California, Santa Clara, University of the Pacific, Fresno State, San Jose State, and San Francisco.

Pac-10 schools have captured more NCAA titles than any other conference in the nation.

## Associated Students of the University of Oregon

**Erb Memorial Union, Suite 4**  
**Telephone 686-3724**

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

**Efb 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 partial list of 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.

**MEChA.** *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.

**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.

**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 clearinghouse 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 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.

# 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.

## Administration

H. Philip Barnhart, Director Emeritus of Housing; B.S., 1947, Pennsylvania State. At Oregon since 1949.

George N. Belknap, University Editor Emeritus with the Rank of Professor; M.A., 1934. At Oregon since 1934.

J. Spencer Carlson, University Registrar Emeritus with the Rank of Professor; M.A., 1937, Minnesota. At Oregon since 1947.

Leonard J. Casanova, Director Emeritus of Department of Athletics with the Rank of Professor; Ph.B., 1927, Santa Clara. At Oregon since 1951.

Clifford L. Constance, Registrar Emeritus with the Rank of Professor; M.A., 1929, Oregon. At Oregon since 1931.

Donald M. DuShane, Dean Emeritus of Students with the Rank of Professor; M.A., 1937, Columbia. At Oregon since 1948.

Leo A. Harris, Director Emeritus of the Department of Athletics with the Rank of Professor; M.A., 1929, Stanford. At Oregon since 1947.

J. Orville Lindstrom, B.A., Director Emeritus of Fiscal Affairs with the Rank of Professor; B.S., 1932, Oregon. At Oregon since 1932.

Avard C. Long, Director Emeritus of Health Services; M.D., 1944, McGill. At Oregon since 1965.

Josephine Stofiel Moore, Director Emerita of the News Bureau with the Rank of Professor; B.S., 1931, Oregon. At Oregon since 1946.

## College of Arts and Sciences

### Anthropology

Homer C. Barnett, Professor Emeritus of Anthropology; Ph.D., California, 1938. At Oregon since 1939.

Luther S. Cressman, Professor Emeritus of Anthropology; Ph.D., 1925, Columbia. At Oregon since 1929.

### Biology

Clarence W. Clancy, Professor Emeritus of Biology; Ph.D., Stanford, 1940. At Oregon since 1940.

James Kezer, Professor Emeritus of Biology; Ph.D., 1948, Cornell. At Oregon since 1954.

Bradley T. Scheer, Professor Emeritus of Biology; Ph.D., California, Berkeley, 1940. At Oregon since 1950.

Arnold L. Soderwall, Professor Emeritus of Biology; Ph.D., Brown, 1941. At Oregon since 1941.

### Chemistry

Francis J. Reithel, Professor Emeritus of Chemistry; Ph.D., 1942, University of Oregon Medical School. At Oregon since 1946.

William T. Simpson, Professor Emeritus of Chemistry; Ph.D., 1948, California, Berkeley. At Oregon since 1963.

### Classics

Frederick M. Comebellack, Ph.D., Professor Emeritus of Greek Literature. B.A., Stanford, 1928; Ph.D., California, 1936. At Oregon since 1937.

### Economics

Paul L. Kleinsorge, Professor Emeritus of Economics; Ph.D., Stanford, 1939. At Oregon since 1948.

Paul B. Simpson, Professor Emeritus of Economics; Ph.D., Cornell, 1949. At Oregon 1949-53 and since 1955.

Marshall D. Wattles, Professor Emeritus of Economics; Ph.D., Ohio State, 1950. At Oregon since 1950.

## English

Lucile F. Aly, Professor Emerita of English; Ph.D., Missouri, 1959. At Oregon since 1960.

Constance Bordwell, Associate Professor Emerita of English; M.A., Washington State, 1932; Dip. in Linguistics, University College, London, 1970. At Oregon 1947-49 and since 1958.

Ruth F. Jackson, Senior Instructor Emerita in English; M.A., 1933, Oregon. At Oregon since 1955.

Edward D. Kittoe, Assistant Professor Emeritus of English; M.A., 1936, Oregon. At Oregon since 1936.

Albert A. Kitzhaber, Professor Emeritus of English; Ph.D., Washington, 1953. At Oregon since 1963.

Waldo T. McNeir, Professor Emeritus of English; Ph.D., 1940, North Carolina. At Oregon since 1961.

Ernest G. Moll, Professor Emeritus of English; A.M., Harvard, 1923. At Oregon since 1928.

Carlisle Moore, Professor Emeritus of English; Ph.D., 1940, Princeton. At Oregon since 1946.

Helen L. Soehren, Associate Professor Emerita of English; M.A., 1938, Oregon. At Oregon since 1942.

Oliver M. Willard, Associate Professor Emeritus of English; Ph.D., 1936, Harvard. At Oregon since 1946.

Christof A. Wegelin, Professor Emeritus of English; Ph.D., Johns Hopkins, 1947. At Oregon since 1952.

## Geography

Samuel N. Dicken, Professor Emeritus of Geography; Ph.D., California, 1930. At Oregon since 1947.

Edward T. Price, Professor Emeritus of Geography; Ph.D., California, 1950. At Oregon since 1963.

## Geology

Ewart M. Baldwin, Professor Emeritus of Geology; Ph.D., Cornell, 1943. At Oregon since 1947.

Ernest H. Lund, Professor Emeritus of Geology; Ph.D., Minnesota, 1950. At Oregon since 1957.

Lloyd W. Staples, Professor Emeritus of Geology; Ph.D., Stanford, 1935. At Oregon since 1939.

## Germanic Language and Literature

Edmund P. Kremer, Professor Emeritus of German; J.U.D., Frankfurt am Main, 1924. At Oregon since 1935.

Astrid M. Williams, Professor Emerita of German; Ph.D., Marburg, 1934. At Oregon since 1935.

## History

Leslie Decker, Professor Emeritus of History; Ph.D., Cornell, 1961. At Oregon since 1969.

Earl Pomeroy, Beekman Professor Emeritus of Northwest and Pacific History; Ph.D., 1940, California. At Oregon since 1949.

Val R. Lorwin, Professor Emeritus of History; Ph.D., Cornell, 1953. At Oregon since 1957.

Robert W. Smith, Professor Emeritus of History; Ph.D., 1942, California, Los Angeles. At Oregon since 1947.

## Home Economics

Frances VanVoorhis, Assistant Professor Emerita of Home Economics; M.S., Iowa State, 1949. At Oregon since 1944.

## Mathematics

Glenn T. Beelman, Senior Instructor Emeritus in Mathematics; A.M., George Washington, 1962. At Oregon since 1966.

Lulu V. Moursund, Instructor Emerita in Mathematics; M.A., 1930, Brown. At Oregon 1956-57 and since 1961.

Kenneth S. Ghent, Professor Emeritus of Mathematics; Ph.D., 1935, Chicago. At Oregon since 1935.

Ivan M. Niven, Professor Emeritus of Mathematics; Ph.D., Chicago, 1938. At Oregon since 1947.

## Philosophy

John Wisdom, Emeritus Professor of Philosophy; M.A., 1934, Cambridge. At Oregon since 1968.

## Physics

Shang-Yi Ch'en, Professor Emeritus of Physics; Ph.D., California Institute of Technology, 1940. At Oregon since 1949.

Edwin G. Ebbighausen, Professor Emeritus of Physics and Astronomy; Ph.D., Chicago, 1940. At Oregon since 1946.

John L. Powell, Professor Emeritus of Physics; Ph.D., Wisconsin, 1948. At Oregon since 1955.

Gregory H. Wannier, Professor Emeritus of Physics; Ph.D., University of Basel, 1935. At Oregon 1959 and since 1961.

## Political Science

Herman Kehrl, Associate Professor Emeritus of Political Science; M.A., Minnesota, 1933. At Oregon since 1933.

Charles Schleicher, Professor Emeritus of Political Science; Ph.D., Stanford, 1936. At Oregon since 1947.

## Psychology

Robert Leeper, Professor Emeritus of Psychology; Ph.D., 1930, Clark. At Oregon since 1937.

Leona Tyler, Professor Emerita of Psychology; Ph.D., 1941, Minnesota. At Oregon since 1940.

## Religious Studies

G. Douglas Stratton, Professor Emeritus of Religious Studies; Ph.D., Columbia, 1950. At Oregon since 1959.

## Romance Languages

Chandler B. Beall, Professor Emeritus of Romance Languages; Editor Emeritus, *Comparative Literature*. Ph.D., 1930, Johns Hopkins. At Oregon since 1929.

David M. Dougherty, Professor Emeritus of Romance Languages; Ph.D., 1932, Harvard. At Oregon since 1947.

Carl L. Johnson, Professor Emeritus of Romance Languages; Ph.D., Harvard, 1933. At Oregon since 1935.

## Sociology

Joel V. Berreman, Professor Emeritus of Sociology; Ph.D., 1940, Stanford. At Oregon since 1946.

Theodore B. Johannis, Jr., Professor Emeritus of Sociology; Ph.D., 1955, Florida State. At Oregon since 1953.

Walter T. Martin, Professor Emeritus of Sociology; Ph.D., 1949, Washington. At Oregon since 1947.

## Speech

Robert D. Clark, Professor Emeritus of Rhetoric and Communication, President Emeritus, University of Oregon; Ph.D., 1946, Southern California; LL.D., Santa Clara, 1968. At Oregon 1943-64, and since 1969.

Horace W. Robinson, Professor Emeritus of Theater; M.A., Iowa, 1932. At Oregon since 1933.

D. Glenn Starlin, Professor Emeritus of Telecommunication and Film; Ph.D., 1951, Iowa. At Oregon since 1947.

## School of Architecture and Allied Arts

George F. Andrews, Professor Emeritus of Architecture; B.S., Michigan, 1941; Reg. Architect, Oregon. At Oregon since 1948.

Brownell Frasier, Associate Professor Emerita of Interior Design. B.A., Oregon, 192. At Oregon since 1931.

Wallace S. Baldinger, Professor Emeritus of Art, Director Emeritus, Museum of Art; Ph.D., Chicago, 1938. At Oregon since 1944.

Thomas O. Ballinger, Professor Emeritus of Art; M.A., 1951, New Mexico. At Oregon since 1952.

Marian Card Donnelly, Professor Emerita of Art History; Ph.D., Yale, 1956. At Oregon since 1966.

Jane Gehring, Associate Professor Emerita of Art; M.S., Oregon, 1960. At Oregon since 1958.

Wallace H. Hayden, Professor Emeritus of Architecture; B.Arch., Oregon, 1928; Reg. Architect, Oregon. At Oregon since 1930.

George S. Jette, Professor Emeritus of Landscape Architecture; B.L.A. Oregon, 1940. At Oregon since 1941.

Gordon L. Kenster, Professor Emeritus of Art Education; Ed.D., Stanford, 1964.

Frances S. Newsom, Architecture and Allied Arts Librarian Emerita; M.A., 1953, Denver. At Oregon since 1950.

C. Max Nixon, Professor Emeritus of Applied Design; B.F.A., Kansas, 1939. At Oregon 1956-57 and since 1958.

Marion Dean Ross, Professor Emeritus of Architecture; Historian of Architecture; M.Arch., Harvard, 1937; Reg. Archt., State of Louisiana, 1946. At Oregon since 1947.

C. B. Ryan, Professor Emeritus of Art; M.F.A., 1940, Oregon. At Oregon since 1946.

Wallace M. Ruff, Professor Emeritus of Landscape Architecture; M.S., California, 1950. At Oregon since 1952.

Andrew M. Vincent, Professor Emeritus of Art; Chicago Art Institute, 1929. At Oregon since 1929.

Jan Zach, Professor Emeritus of Fine and Applied Arts; Academy of Fine Arts, Prague, 1938. At Oregon since 1958.

### College of Business Administration

Edwin F. Beal, Professor Emeritus of Management; Ph.D., 1953, Cornell. At Oregon since 1959.

Newel H. Comish, Professor Emeritus of Business Administration; Ph.D., Wisconsin, 1928. At Oregon since 1932.

Catherine M. Jones, Professor Emerita of Management; Ed.D., 1964, Colorado. At Oregon since 1946.

Richard W. Lindholm, Professor and Dean Emeritus of Business; Ph.D., Texas, 1942. At Oregon since 1958.

Alfred L. Lomax, Professor Emeritus of Business Administration; M.A., Pennsylvania, 1927. At Oregon since 1919.

Arthur E. Mace, Professor Emeritus of Decision Sciences; Ph.D., Chicago, 1947. At Oregon since 1964.

W. Dwaine Richins, Associate Professor Emeritus of Business Economics; Ph.D., Washington, 1950. At Oregon since 1949.

John W. Soha, Associate Professor Emeritus of Accounting; M.B.A., Michigan, 1950; C.P.A., State of Washington, 1942. At Oregon since 1951.

### Wallace School of Community Service and Public Affairs

Orval Etter, Associate Professor Emeritus of Public Affairs; J.D., 1939, Oregon. At Oregon 1939-45, 1960-65, and since 1967.

John F. Gange, Professor Emeritus of International and Public Affairs; M.A., 1934, Stanford. At Oregon since 1960.

Myra Miller, Associate Professor Emerita, CSPA; Diploma New York School of Social Work, 1939. At Oregon since 1967.

### College of Education

Thomas L. Dahle, Professor Emeritus of Education and Speech; Ph.D., Purdue, 1954. At Oregon since 1963.

Grace Graham, Professor Emerita of Education; Ed.D., Stanford, 1952. At Oregon since 1954.

Arthur C. Hearn, Professor Emeritus of Education; Ed.D., 1949, Stanford. At Oregon since 1950.

Clarence Hines, Professor Emeritus of Education; D.Ed., Oregon, 1950. At Oregon since 1958-69 and since 1970.

Paul B. Jacobson, Professor and Dean Emeritus of Education; Ph.D., Iowa, 1931. At Oregon since 1947.

Esther E. Matthews, Professor Emerita of Education; Ed.D., 1960, Harvard. At Oregon since 1966.

Vernice T. Nye, Professor Emerita of Education; M.A., George Peabody, 1948. At Oregon since 1956.

Henry Osibov, Associate Professor Emeritus of Education; D.Ed., 1961, Oregon. At Oregon since 1965.

Adolph A. Sandin, Professor Emeritus of Education; Ph.D., Columbia, 1943. At Oregon since 1950.

Gur Shellenbarger, Professor Emeritus of Education; M.Ed., 1953, Oregon. At Oregon since 19655.

High B. Wood, Professor Emeritus of Education; Ed.D., Columbia, 1937. At Oregon since 1939.

Kenneth S. Wood, Professor Emeritus of Education; Ph.D., Southern California, 1946. At Oregon since 1942.

### College of Health, Physical Education, and Recreation

John W. Borchardt, Associate Professor Emeritus of Physical Education; Ph.D., Iowa, 1966. At Oregon since 1948.

William J. Bowerman, Professor Emeritus of Physical Education; Emeritus Assistant Athletic Director; M.S., 1951, Oregon. At Oregon since 1948.

H. Harrison Clarke, Research Professor Emeritus of Physical Education; Ed.D., 1940, Syracuse. At Oregon since 1953.

M. Frances Dougherty, Professor Emerita of Dance; Ph.D., New York University, 1959. At Oregon since 1959.

Franklin B. Haar, Professor Emeritus of Health Education; Ph.D., 1946, Pittsburgh. At Oregon since 1949.

Ernesto R. Knollin, Professor Emeritus of Physical Education; M.A., 1929, Stanford. At Oregon since 1929.

Betty F. McCue, Professor Emerita of Physical Education; Ph.D., Iowa, 1952. At Oregon since 1968.

Fred N. Miller, Professor Emeritus of Physical Education; M.D., 1924, Chicago; F.A.C.P., 1941, American College of Physicians. At Oregon since 1925.

Marian H. Miller, Professor Emerita of Physical Education; M.D., 1930, Oregon. At Oregon since 1931.

Lois E. Person, Assistant Professor Emerita of Recreation and Park Management; M.S., Cornell, 1950. At Oregon since 1959.

Jessie L. Puckett, Professor Emerita of Physical Education; M.S., 1937, Oregon. At Oregon since 1952.

William P. Rhoda, Professor Emeritus of Physical Education; D.Ed., 1951, Oregon. At Oregon since 1948.

Lynn S. Rodney, Professor Emeritus of Recreation and Park Management; Ph.D., Michigan, 1955. At Oregon since 1955.

Peter O. Sigerseth, Professor Emeritus of Physical Education; D.Ed., Oregon, 1944; Ph.D., Iowa, 1955. At Oregon since 1941.

Vernon S. Sprague, Professor Emeritus of Physical Education; Ph.D., 1951, Michigan. At Oregon since 1946.

### School of Journalism

John W. Crawford, Professor Emeritus of Journalism; M.A., Michigan State, 1958. At Oregon since 1959.

Charles T. Duncan, Professor Emeritus of Journalism; M.A., 1946, Minnesota. At Oregon 1950-62 and since 1965.

John L. Hulteng, Professor Emeritus of Journalism; M.S., Columbia, 1947. At Oregon since 1955.

R. Max Wales, Professor Emeritus of Journalism; M.A., Iowa, 1957. At Oregon since 1957.

Carl C. Webb, Associate Professor Emeritus of Journalism; M.A., 1950, Oregon. At Oregon since 1943.

### School of Law

Lois I. Baker, Law Librarian Emerita; M.A., 1932, Oregon; Cert., 1935, California. At Oregon since 1935.

Frank J. Barry, Professor Emeritus of Law; LL.B., Loyola, Los Angeles, 1941. At Oregon since 1969.

Orlando John Hollis, Distinguished Professor Emeritus of Law; J.D., 1928, Oregon (Coif). At Oregon since 1931.

Milton L. Ray, Professor Emeritus of Law; J.D., Chicago (Coif), 1950; Illinois bar, 1950, California bar, 1964. CPA (Oregon). At Oregon since 1971.

Eugene F. Scoles, Distinguished Professor Emeritus, J.S.D., Columbia, 1955. At Oregon since 1968.

### School of Music

Francis W. Bittner, Professor Emeritus of Music; M.A., 1943, New York. At Oregon since 1946.

Edmund A. Cykler, Professor Emeritus of Music; Ph.D., Charles University, Czechoslovakia, 1928. At Oregon since 1942.

John M. Gustafson, Associate Professor Emeritus of Music; Ph.D., Florida State, 1956. At Oregon since 1956.

George Hopkins, Professor Emeritus of Music; B.A., Oregon, 1921. At Oregon 1919-23, and since 1925.

Homer T. Keller, Professor Emeritus of Music; M.Mus., 1938, Eastman School of Music. At Oregon since 1958.

John C. McManus, Professor Emeritus of Music; M.A., Columbia, 1950. At Oregon since 1967.

Robert E. Nye, Professor Emeritus of Music; Ph.D., 1949, Wisconsin. At Oregon since 1950.

Robert M. Trotter, Professor Emeritus of Music; Ph.D., Southern California, 1957. At Oregon since 1963.

Robert S. Vagner, Professor Emeritus of Music; M.Mus., Michigan, 1942. At Oregon since 1950.

### University of Oregon Library

Eugene B. Barnes, Professor Emeritus University Library; Ph.D., 1947, Chicago. At Oregon since 1947.

Ella S. Carrick, Senior Instructor in Library Administration Emerita, Senior Catalog Librarian Emerita; B.A., 1929, Oregon. At Oregon since 1929.

Jane B. Durnell, Associate Professor Emerita, University Library; M.L.S., 1968, Oregon. At Oregon since 1968.

Elizabeth Findly, Professor Emerita of Librarianship; A.M.L.S., 1945, Michigan. At Oregon since 1934.

Alfred Heilpern, Senior Instructor in Library Administration Emeritus, Acquisition Librarian Emeritus; M.L., 1957, Washington. At Oregon since 1957.

Carl W. Hintz, University Librarian Emeritus, Professor Emeritus of Librarianship; Ph.D., 1952, Chicago. At Oregon since 1948.

Jane Yen-Cheng Hsu, Assistant Professor Emerita, University Library; B.A., 1946, Gingling Girls' School, Nanking. At Oregon since 1956.

Dwight H. Humphrey, Senior Instructor in Library Administration Emeritus, Catalog Librarian Emeritus; M.A., 1963, Southern California. At Oregon since 1963.

Donald L. Hunter, Professor Emeritus, University Library; B.S., 1945, Nebraska. At Oregon since 1946.

Clarice E. Krieg, Professor Emerita, University Library; A.M., 1935, Illinois. At Oregon since 1941.

Robin B. Lodewick, Assistant Professor Emerita, University Library, M.L.S., 1961, Rutgers. At Oregon since 1961.

Margaret Markley, Associate Professor of Library Administration Emerita, Senior Catalog Librarian Emerita; B.S. in L.S., 1941, Illinois. At Oregon since 1945.

Robert R. McCollough, Professor Emeritus, University Library; M.S., 1950, Columbia. At Oregon since 1950.

Corinne C. McNeir, Associate Professor of Library Administration Emerita, Documents Librarian Emerita; M.S. in L.S., 1957, Louisiana State. At Oregon since 1961.

Perry D. Morrison, Professor Emeritus, University Library. D.L.S., 1961, California. At Oregon 1949-63 and since 1967.

Ione F. Pierron, Associate Professor Emerita of Librarianship; M.S., 1960, Oregon. At Oregon since 1948.

Marcia J. Sigler, Assistant Professor Emerita, University Library. M.L.S., 1958, California. At Oregon since 1967.

Edmund F. Soule, Professor Emeritus, University Library; Ph.D., 1956, Eastman. At Oregon since 1966.

Edward P. Thatcher, Professor Emeritus, University Library. M.A., 1940, Minnesota. At Oregon since 1952.

## Enrollment by Major and Classification 1980-81 Academic Year

College of Arts and Sciences	Freshmen	Sophomores	Juniors	Seniors	Graduates	Nonmatriculated		Total
						Undergrads	Graduates	
Undeclared .....	863	679	316	100	0	10	0	1968
Predentistry .....	9	9	6	3	0	0	0	27
Preidental Hygiene .....	4	7	3	0	0	0	0	14
Premedical Technology .....	6	3	4	1	0	0	0	14
Premedicine .....	45	24	27	4	2	1	0	103
Prenursing .....	37	27	11	0	0	0	0	75
Prepharmacy .....	2	0	2	1	0	0	0	5
Prephysical Therapy .....	7	5	3	2	0	1	0	18
Anthropology .....	8	9	29	67	67	0	0	180
Asian Studies .....	1	0	5	8	12	0	0	26
Biology .....	86	112	76	190	128	0	0	592
Chemistry .....	45	29	37	65	70	0	0	246
Classics .....	1	0	2	1	8	0	0	12
Comparative Literature .....	0	1	0	0	34	0	0	35
Computer and Information Science .....	65	69	70	97	127	0	0	428
East Asian Languages .....	2	3	1	10	1	0	0	17
Economics .....	11	27	30	64	68	0	0	200
English .....	30	53	76	134	134	1	0	428
General Literature .....	1	4	4	7	0	0	0	16
General Science .....	41	28	46	85	3	1	0	204
General Social Science .....	0	1	0	1	0	0	0	2
Geography .....	4	13	26	82	41	0	0	166
Geology .....	11	16	28	45	59	0	0	159
Germanic Languages and Literature .....	5	9	19	28	19	0	0	80
History .....	21	24	47	131	48	0	0	271
Humanities .....	11	3	10	11	1	0	0	36
Linguistics .....	2	3	16	30	47	0	0	98
Mathematics .....	16	26	23	56	61	0	0	182
Philosophy .....	5	8	10	15	17	1	0	56
Physics .....	13	19	19	28	92	0	0	171
Political Science .....	69	80	95	175	55	1	0	475
Psychology .....	100	112	164	262	87	2	0	727
Religious Studies .....	1	0	4	3	0	0	0	8
Romance Languages .....	25	23	33	59	51	2	0	193
Russian .....	3	5	1	7	4	0	0	20
Sociology .....	18	20	61	133	55	2	0	289
Speech .....	102	121	131	199	94	0	0	647
Total .....	1670	1572	1435	2104	1385	22	0	8188
Professional Schools								
Architecture and Allied Arts .....	159	267	297	727	353	3	0	1806
Business Administration .....	597	592	664	910	308	5	0	3076
Community Service and Public Affairs .....	24	32	84	140	87	0	0	367
Education .....	67	113	147	215	1056	1	0	1599
Health, Physical Education, and Recreation .....	108	142	197	395	343	3	0	1188
Journalism .....	175	187	216	274	72	2	0	926
Law .....	0	0	0	0	508	0	0	508
Music .....	45	64	63	126	153	0	0	451
Total .....	1175	1397	1668	2787	2880	14	0	9921
Interdisciplinary Studies .....	0	0	0	0	130	0	0	130
Unclassified .....	0	0	0	0	695	53	0	748
Unaffiliated .....	0	0	0	0	903	760	0	1663
Total all Majors .....	2845	2969	3103	4891	5993	849	0	20650

## Summary of Degrees Granted: Summer 1980 Through Spring 1981

Degree	Male	Female	Total	Degree	Male	Female	Total
Advanced Degrees				Baccalaureate Degrees			
Master of Arts .....	65	96	161	Bachelor of Arts .....	226	346	572
Master of Science .....	219	207	426	Bachelor of Science .....	771	606	1377
Master of Architecture .....	22	8	30	Bachelor of Architecture .....	60	21	81
Master of Business Administration .....	70	27	97	Bachelor of Business Administration .....	32	14	46
Master of Education .....	56	74	130	Bachelor of Education .....	3	2	5
Master of Fine Arts .....	16	14	30	Bachelor of Fine Arts .....	13	13	26
Master of Landscape Architecture .....	6	1	7	Bachelor of Interior Architecture .....	1	9	10
Master of Library Science .....	—	1	1	Bachelor of Landscape Architecture .....	25	9	34
Master of Music .....	12	13	25	Bachelor of Music .....	20	24	44
Master of Urban Planning .....	11	6	17	Bachelor of Physical Education .....	—	—	—
Doctor of Philosophy .....	118	75	193	Total .....	1151	1044	2195
Doctor of Arts .....	1	1	2	Total Degrees .....	1851	1625	3476
Doctor of Education .....	8	2	10				
Doctor of Musical Arts .....	1	—	1				
Doctor of Jurisprudence .....	95	56	151				
Total .....	700	581	1281				

## 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 on the retention of students at the University. The following data are presented in support of this requirement.

	1976-77	1977-78	1978-79	1979-80	1980-81
Final Enrollment Fall Term .....	16,816	16,775	16,463	16,916	17,379
Enrollment Spring Term for Fall Term Enrollees .....	12,971	12,827	12,661	13,216	13,552
Degrees Awarded Fall and Winter Terms .....	1,281	1,175	1,131	1,172	993
Total Spring Term Enrollment and Other Degrees Awarded .....	14,252	14,002	13,792	14,388	14,545
Percentage Retained or Graduated for the Year .....	85%	84%	84%	85%	84%

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# 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 have opportunities 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.

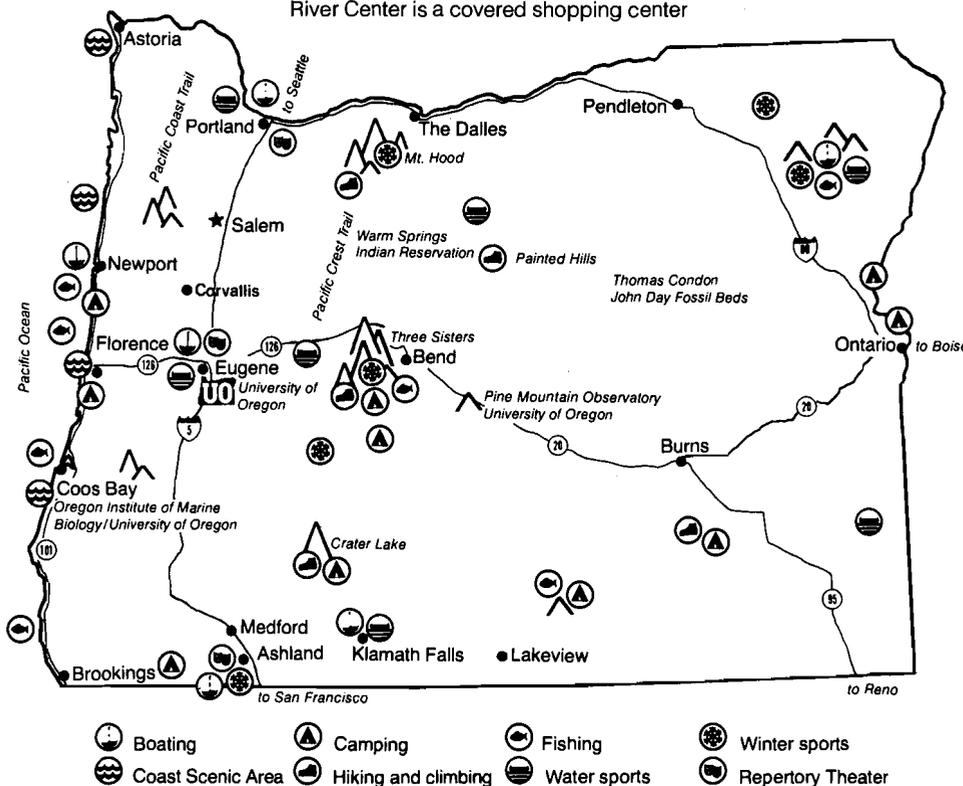
In recent years, three national quality-of-life surveys have rated Eugene first in the nation for cities of comparable size. Main shopping areas are the downtown Mall and Valley River Center, with smaller shopping areas near campus and in outlying neighborhoods.

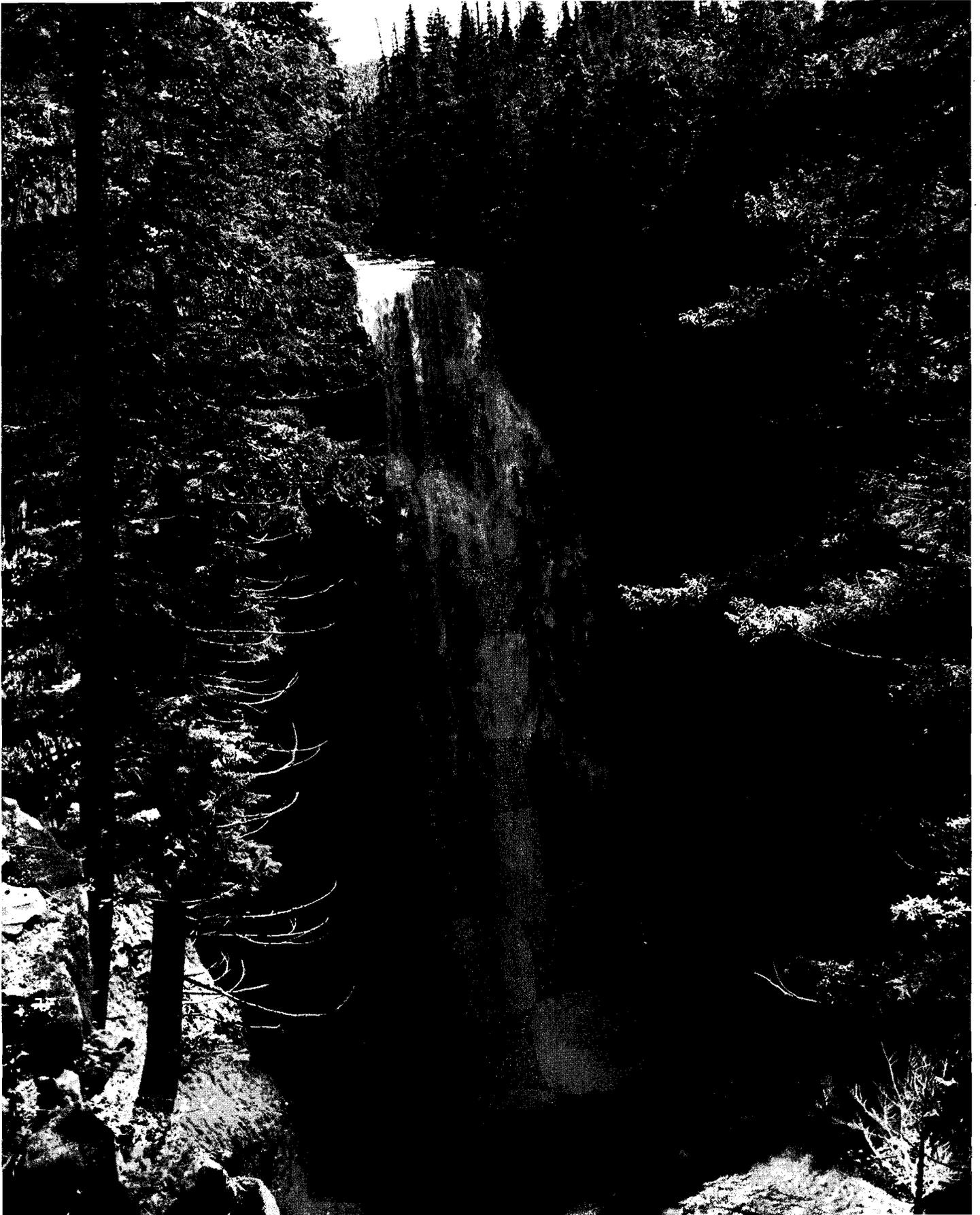
Children's play areas, rock gardens, and an impressive fountain plaza form the downtown Mall which is closed to vehicular traffic. Valley River Center is a covered shopping center

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.

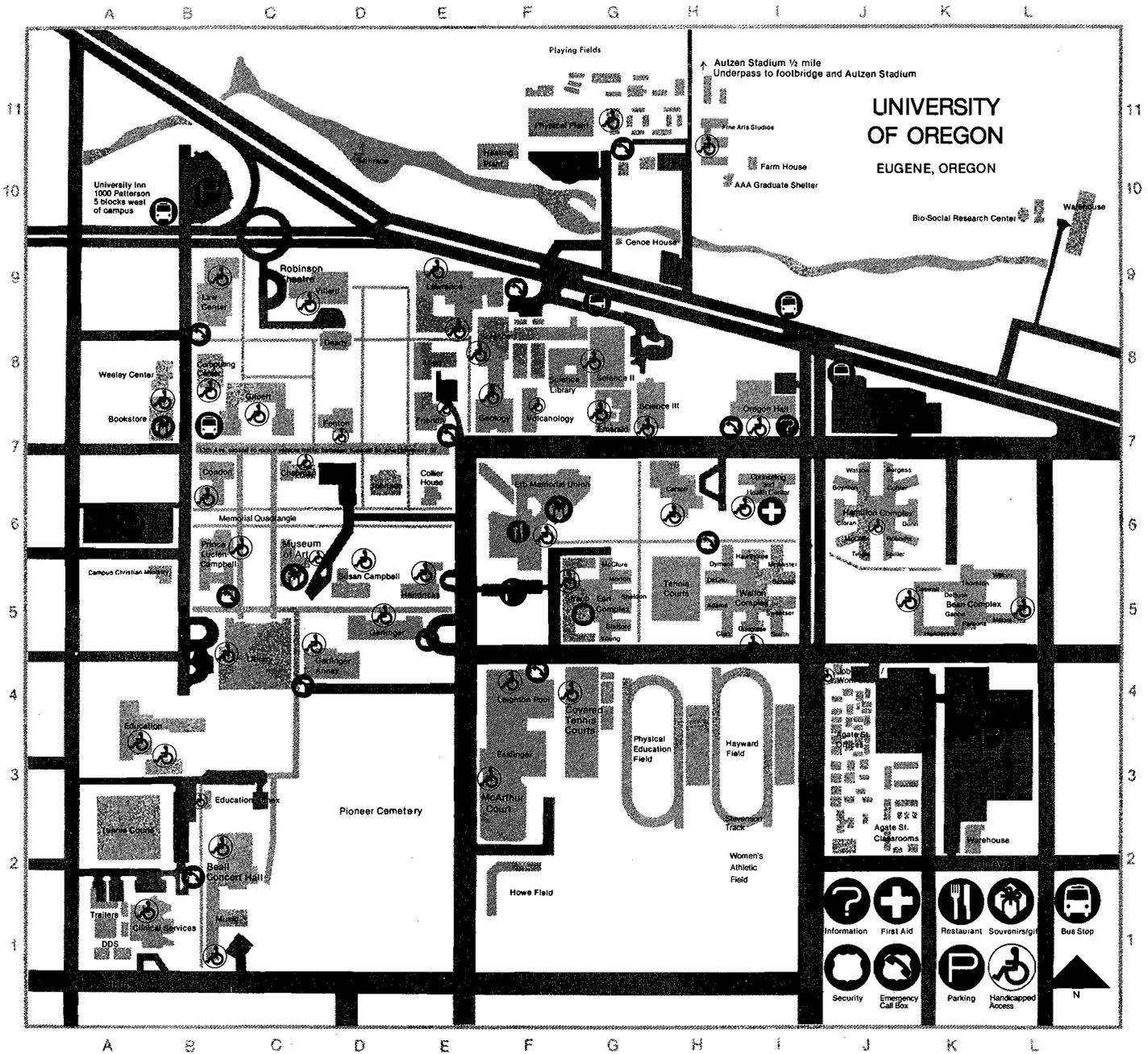
Miles of bicycle paths and jogging trails are maintained in the city and in local parks. A favorite stretch is in Alton Baker Park across the Willamette River from campus. A footbridge provides access from the University and makes it possible for students living in Springfield to bicycle to classes. "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 Concert Hall, B2
- Chapman Hall, C7
- Clinical Services Building, A1
- Collier House, E6
- Computing Center, B8
- Condon Hall, B7
- Counseling and Health Center, I7
- 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
- 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
- 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

- Business Affairs, Oregon Hall, I7
- Continuation Center, Oregon Hall, I7
- Graduate School, Chapman, C7
- Honors College, Chapman, C7
- Information Desk, Oregon Hall, I7
- Oregon Daily Emerald*, EMU, F6
- Oregon State System of Higher Education, Johnson Hall, D7
- Post Office, EMU, F6
- President, Johnson Hall, D7
- Registrar, Oregon Hall, I7
- Student Affairs, Oregon Hall, I7
- University Housing, Walton Complex, I5
- UO Foundation, Susan Campbell Hall, D5
- University Relations, Susan Campbell Hall, D5

For application for admission  
write or call:



Admissions Office  
270 Oregon Hall  
University of Oregon  
Eugene, Oregon 97403  
Telephone (503) 686-3201

