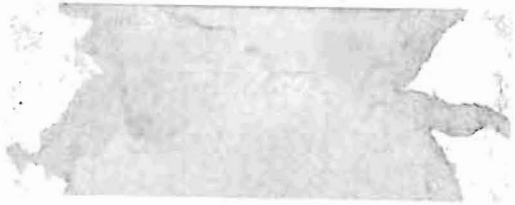
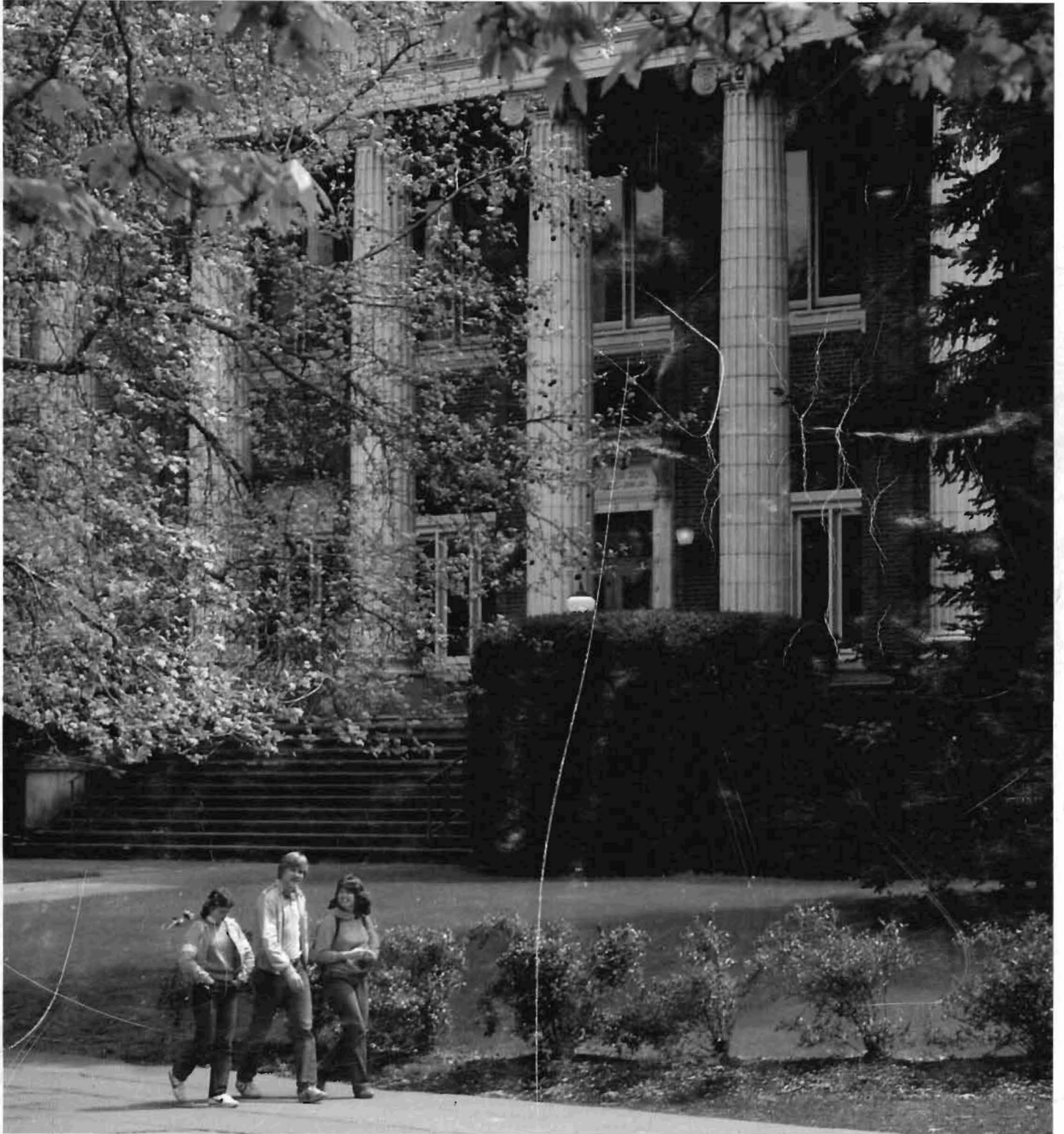


Return to Christie



Oregon

University of Oregon Bulletin 1983-84 General Catalog



Oregon

University of Oregon Bulletin 1983-84 General Catalog



Printing of the color photographs on the covers of this catalog were funded by a special grant from the 1983-84 Board of Directors of the University of Oregon Bookstore, Inc.

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New Series
University of Oregon Bulletin
 Number 40
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Copies of this publication, *University of Oregon Bulletin: 1983-84 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, at the Erb Memorial Union, and at the Information Booth on the first floor of Oregon Hall.

The *University of Oregon Bulletin: 1984-85 General Catalog* will be published in July 1984 and may be purchased in the same manner. The *University of Oregon Bulletin: 1983-84 Law School Catalog* will be published in September 1983. Address requests to the School of Law. The third publication in the University's bulletin series, *Entering Oregon*, will be published in October 1983. It is available from the Director of Admissions. The *1984 Summer Session Catalog*, fourth in the series, will be published in March 1984. Address requests to Summer Session. The latter three publications are available at no charge.

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 1983-84. 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.

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 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.

Executive Committee

Robert C. Ingalls, Corvallis, 1984
 President and Chair
 Loren L. Wyss, Portland, 1984
 Vice-President
 Edward C. Harms, Jr., Springfield, 1985
 Louis B. Perry, Portland, 1985

Members

John W. Alltucker, Eugene, 1985
 Alvin R. Batiste, Portland, 1986
 Jane H. Carpenter, Medford, 1983
 Harriett J. Flanagan, Ontario, 1983
 Randal D. Gill,* McMinnville, 1984
 James C. Petersen, La Grande, 1984
 Marion T. Weatherford,* Corvallis, 1983

Officers

William E. Davis, Ed.D., Chancellor
 J. I. Hunderup, M.B.A.,
 Vice-Chancellor for Facilities Planning
 Clarethel Kahananui, M.A., Acting
 Vice-Chancellor for Academic Affairs
 W. T. Lemman, Jr., B.S., Vice-Chancellor
 for Administration
 Wil Post, B.S., Vice-Chancellor for Public Affairs
 Wilma Foster, M.A., Secretary

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

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

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

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 to

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

The University's Mission

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

The University of Oregon is committed to the advancement of knowledge and to service to the state. Programs of instruction are designed to provide students high-quality education in the liberal arts and sciences as well as professional preparation in architecture and allied arts, business administration, education, human development and performance, journalism, law, and music. Instructional, research, and public service programs advance scientific and humanistic knowledge and serve the educational, cultural, and economic needs of all Oregonians. In addition, the University's museums and libraries serve the entire state and preserve the records and artifacts of Oregon's past. Its outreach programs serve business, labor, and governmental groups throughout the state, the nation, and the world. The University is recognized for its art and architecture exhibits and its musical and dramatic performances.

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

Goals and Objectives

General guidelines 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 goals and objectives follows:

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 or veteran status, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to Norma Comrada McFadden, Director, Office of Affirmative Action, 472 Oregon Hall, University of Oregon; telephone (503) 686-3123.

University Administration

To call any of the offices listed below, first dial 686-. General University telephone information is 3111. The University's area code is 503. Address for all University offices is University of Oregon, Eugene, Oregon 97403.

Office of the President

Paul Olum, Ph.D., President
110 Johnson Hall (3036)

Among the president's closest advisers on University policies are the members of the Faculty Advisory Council. The president is also advised by the Council of Deans, faculty and administrative committees, the officers of the Associated Students of the University of Oregon (ASUO), citizens' advisory groups, and the Board of Trustees of the University of Oregon Foundation.

John E. Lallas, Ed.D., Executive Dean (3036)

Norma Comrada McFadden, M.S., Director, Affirmative Action (3123)

Peter N. Swan, LL.B., Assistant to the President for Legal Affairs (3843)

Ralph C. Sunderland, B.S., Director, Budget (3044)

Emeriti

Robert D. Clark, Ph.D., President

J. Orville Lindstrom, B.A., Director, Fiscal Affairs

Office of the Vice-President for Academic Affairs and Provost

Richard Hill, Ph.D., Vice-President and Provost
103 Johnson Hall (3081)

The Office of the Vice-President for Academic Affairs and Provost oversees the University's College of Arts and Sciences, professional schools and colleges, Graduate School, University Library, Summer Session, University Computing Center, and Continuation Center.

Paul Civin, Ph.D., Vice-Provost (3050)

Paul S. Holbo, Ph.D., Vice-Provost (3083)

Joanne M. Carlson, B.A., Associate Provost (3082)

Richard H. Hersh, Ed.D., Associate Provost, Research; Dean, Graduate School (5128)

Susan M. Bowie, M.A., M.L.S., Assistant to the Provost (3013)

Robert M. Berdahl, Ph.D., Dean, College of Arts and Sciences (3902)

Wilmot G. Gilland, M.F.A., Dean, School of Architecture and Allied Arts (3631)

James E. Reinmuth, Ph.D., Dean, College of Business Administration (3300)

Robert D. Gilberts, Ph.D., Dean, College of Education (3405)

Celeste Ulrich, Ph.D., Dean, College of Human Development and Performance (4103)

Everette E. Dennis, Ph.D., Dean, School of Journalism (3738)

Derrick A. Bell, LL.B., Dean, School of Law (3836)

Morette L. Rider, D.Ed., Dean, School of Music (5661)

George W. Shipman, M.A., University Librarian (3056)

R. Alan Kimball, Ph.D., Director, Robert Donald Clark Honors College (5414)

C. W. Schminke, Ph.D., Director, University Continuation Center (3475)

Gordon P. Ashby, M.B.A., and Joanne R. Hugi, M.S., Codirectors, University Computing Center (4394)

Office of Student Affairs

Gerard F. Moseley, Ph.D., Associate Provost (3105)

The associate provost for student affairs supervises admissions, registration, financial aid, the Erb Memorial Union, and student services.

Robert L. Bowlin, Ed.D., Dean of Students (3216). On leave fall 1983.

Shirley J. Wilson, Ed.D., Acting Dean of Students (3216); Director, Academic Advising and Student Services (3211)

James R. Buch, M.A., Director, Admissions and Records (4091)

Lawrence H. Smith, Ed.D., Director, Career Planning and Placement Service (3235)

William L. Kirtner, Ph.D., Director, Counseling Center (3227)

Adell McMillan, M.S., Director, Erb Memorial Union (3705)

Edmond Vignoul, M.Ed., Director, Student Financial Aid (3205)

Thomas J. Mills, Ph.D., Director, International Services (3206)

Herbert R. Chereck, M.Ed., Registrar (3195)

Emeriti

J. Spencer Carlson, M.A., Registrar

Clifford J. Constance, M.A., Registrar

Donald M. DuShane, M.A., Dean of Students

Office of the Vice-President for Administration

Daniel Williams, M.P.A., Vice-President
110 Johnson Hall (3003)

The Office of the Vice-President for Administration supervises general administrative and fiscal affairs. These include business affairs, classified personnel, environmental health and safety, the physical plant, housing, security, health services, and intercollegiate athletics.

W. N. McLaughlin, B.S., C.P.A., Director, Business Affairs (3165)

Richard M. Bay, B.A., Director, Intercollegiate Athletics (5464)

Jack W. Steward, B.S., Director, Personnel Services (3159)

Harold C. Babcock, M.A., Director, Physical Plant (5243)

Oakley V. Glenn, Director, Public Safety (5444)

James K. Jackson, M.D., Director, Student Health Center (4447)

Marjory Ramey, B.A., Acting Director, University Housing (4277)

Emeriti

H. Philip Barnhart, B.S., Director, Housing

Leonard J. Casanova, Ph.B., Director, Athletics

Leo A. Harris, M.A., Director, Athletics

N. Ray Hawk, D.Ed., Vice-President

Avard C. Long, M.D., Director, Health Services

Office of the Vice-President for University Relations

Wayne Kurlinski, A.B., Acting Vice-President
111 Susan Campbell Hall (5555)

The Office of University Relations is responsible for the University's public and governmental relations. It oversees the Museum of Art, the University of Oregon Foundation, the Alumni Association, *Old Oregon*, University Publications, the News Bureau, and KWAX-FM, a public fine arts radio station.

Barbara R. Edwards, M.A., Executive Assistant to the Vice-President (5047)

Philip Super, B.S., Director, Alumni Association (5656)

Mary A. Hudzikiewicz, M.S., Director, Community Services (5555)

Russell Picton, B.A., Executive Director, University of Oregon Foundation (3016)

Charlene L. Curry, Ph.D., Director, Governmental Relations (5555)

Richard C. Paulin, M.A., Director, Museum of Art (3027)

Barbara Petura, B.A., Director, News Bureau (3134)

Alan Baas, M.A., Editor, *Old Oregon* (5047)

George Beltran, M.S., Director, University Publications (5396)

Nan Coppock-Bland, M.A., Editor, *University of Oregon General Catalog* (5396)

Catherine C. Gilbert, B.A., General Manager, KWAX (4247)

Emeriti

George N. Belknap, M.A., University Editor

Catherine Lauris, B.A., Catalog Editor

Josephine Stofiel Moore, B.S., Director, News Bureau

Degrees Offered

	Baccalaureate	Master's	Doctorate
College of Arts and Sciences			
Anthropology	•	•	•
Asian Studies	•	•	
Biology	•	•	•
Chemistry	•	•	•
Classics	•	•	
Classical Archaeology	•	•	
Classical Civilization	•		
Greek	•	•	
Latin	•	•	
Comparative Literature	•	•	•
Computer and Information Science	•	•	•
East Asian Languages and Literatures (Chinese, Japanese)	•		
Economics	•	•	•
English	•	•	•
Folklore and Ethnic Studies		Certificate	
General Science	•		
Geography	•	•	•
Geology	•	•	•
Germanic Languages and Literatures	•	•	•
German Area Studies	•		
German and Scandinavian	•		
History	•	•	•
Honors College	•		
Humanities	•		
International Studies	•	•	
Linguistics	•	•	•
Mathematics	•	•	•
Philosophy	•	•	•
Physics	•	•	•
Political Science	•	•	•
Psychology	•	•	•
Religious Studies	•		
Romance Languages	•	•	•
French Language and Literature	•	•	
Italian Language and Literature	•	•	
Spanish Language and Literature	•	•	
Russian	•	•	
Russian and East European Studies		Certificate	
Sociology	•	•	•
Speech: Rhetoric and Communication	•	•	•
Speech: Telecommunication and Film	•	•	•
Speech: Theater Arts	•	•	•
Women's Studies		Certificate	

	Baccalaureate	Master's	Doctorate
Professional Schools and Colleges			
Architecture and Allied Arts			
Architecture	•	•	
Art Education	•	•	•
Art History	•	•	•
Fine and Applied Arts	•	•	
Historic Preservation		•	
Interior Architecture	•	•	
Landscape Architecture	•	•	
Planning, Public Policy and Management	•	•	
Business Administration			
Accounting	•	•	•
Business Administration			
Decision Sciences	•	•	•
Finance	•	•	•
Forest Industries Management		•	
Industrial Relations		•	
Management	•	•	•
Marketing	•	•	•
Real Estate		•	
Education			
Counseling and Educational Psychology		•	•
Educational Policy and Management		•	•
Special Education and Rehabilitation	•	•	•
Speech Pathology-Audiology	•	•	•
Teacher Education	•	•	•
Human Development and Performance			
Dance	•	•	
Gerontology	•	Certificate	
Human Services	•	•	
Leisure Studies and Services	•	•	•
Physical Education and Human Movement Studies	•	•	•
School and Community Health	•	•	•
Journalism			
Communication Research		•	
Law			
			•
Department of Military Science			
Music			
Composition	•	•	
Music Education	•	•	•
Music History		•	
Music Merchandising	•		
Performance	•	•	•
Theory	•	•	

Academic Calendar

Fall Term 1983

New Student Week
 Sunday to Saturday, September 18-24

Registration
 Thursday and Friday, September 22-23

Classes begin
 Monday, September 26

Last day to pay fees without penalty
 Wednesday, September 28

Last day for fall term registration
 Friday, October 7

Last day to change courses
 Friday, October 14

Thanksgiving vacation
 Thursday to Sunday, November 24-27

Fall term final examinations
 Monday to Saturday, December 12-17

Christmas vacation
 December 19 to January 2

Winter Term 1984

Registration
 Tuesday and Wednesday, January 3-4

Classes begin
 Thursday, January 5

Last day to pay fees without penalty
 Monday, January 9

Last day for winter term registration
 Friday, January 20

Last day to change courses
 Friday, January 27

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

Spring vacation
 Monday to Sunday, March 19-25

Spring Term 1984

Registration
 Monday and Tuesday, March 26-27

Classes begin
 Wednesday, March 28

Last day to pay fees without penalty
 Friday, March 30

Last day for spring term registration
 Friday, April 6

Last day to change courses
 Friday, April 13

Memorial Day
 Monday, May 28

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

Alumni Day
 Saturday, June 9

Commencement Day
 Sunday, June 10

Summer Session 1984

Registration
 Monday, June 18

Classes begin
 Tuesday, June 19

Last day to pay fees without penalty
 Friday, June 22

Last day for summer session registration
 Friday, June 29

Independence Day
 Wednesday, July 4

Last day to change courses
 Friday, July 6

Eight-week session ends
 Friday, August 10

Summer session graduation convocation
 Saturday, August 11

Eleven-week session ends
 Friday, August 31

Labor Day
 Monday, September 3

Fall Term 1984

New Student Week
 Sunday to Saturday, September 16-22

Registration
 Thursday and Friday, September 20-21

Classes begin
 Monday, September 24

Last day to pay fees without penalty
 Wednesday, September 26

Last day for fall term registration
 Friday, October 5

Last day to change courses
 Friday, October 12

Thanksgiving vacation
 Thursday to Sunday, November 22-25

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

Christmas vacation
 December 17 to January 2

1983

September

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October

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November

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December

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1984

January

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February

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April

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June

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1984

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August

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September

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October

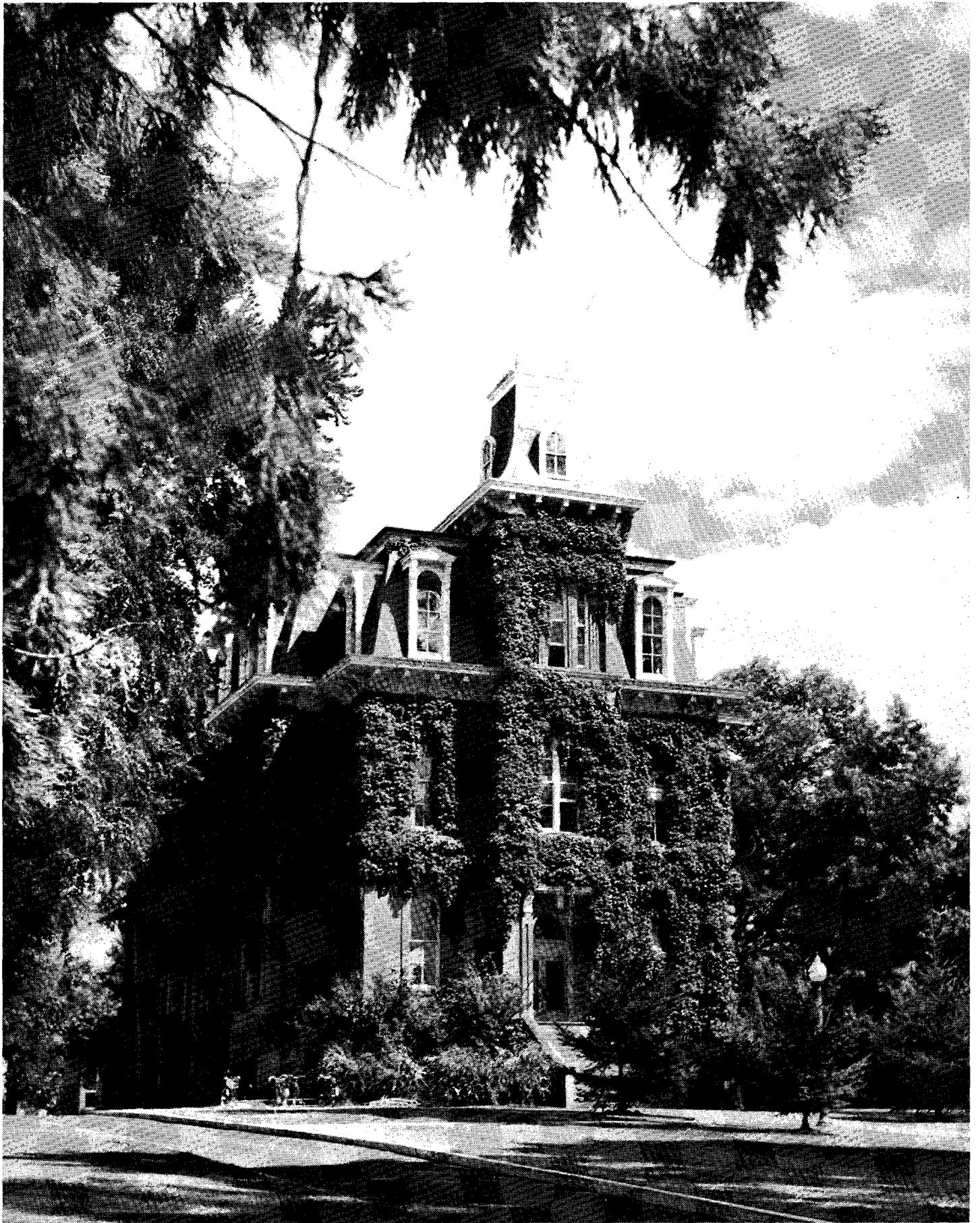
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November

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Welcome to the University of Oregon

The University of Oregon was established as a state institution by an act of the Oregon Legislature dated October 19, 1872. 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 University, was given two years by the Legislature in which to construct this building.

University supporters ran into difficulties when opposition developed to a 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 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 expanding the curriculum to include scientific and professional courses. The first class was graduated in June 1878.

Enrollment and Faculty. Some 15,400 students are enrolled at the University, including about 3,800 graduate students. The University has 900 full-time faculty members engaged in teaching and research. In addition, the University employs about 900 graduate teaching fellows, more than 2,200 student workers, and 1000 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; seven professional schools and colleges; twenty-two 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. The University's professional schools and colleges are accredited by the following organizations, as appropriate:



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.

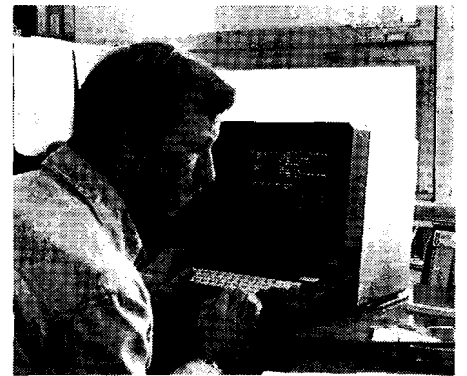
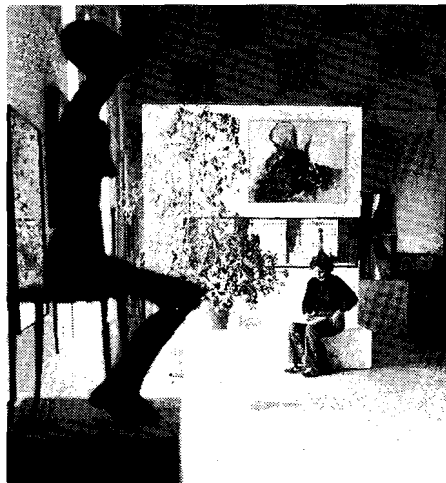
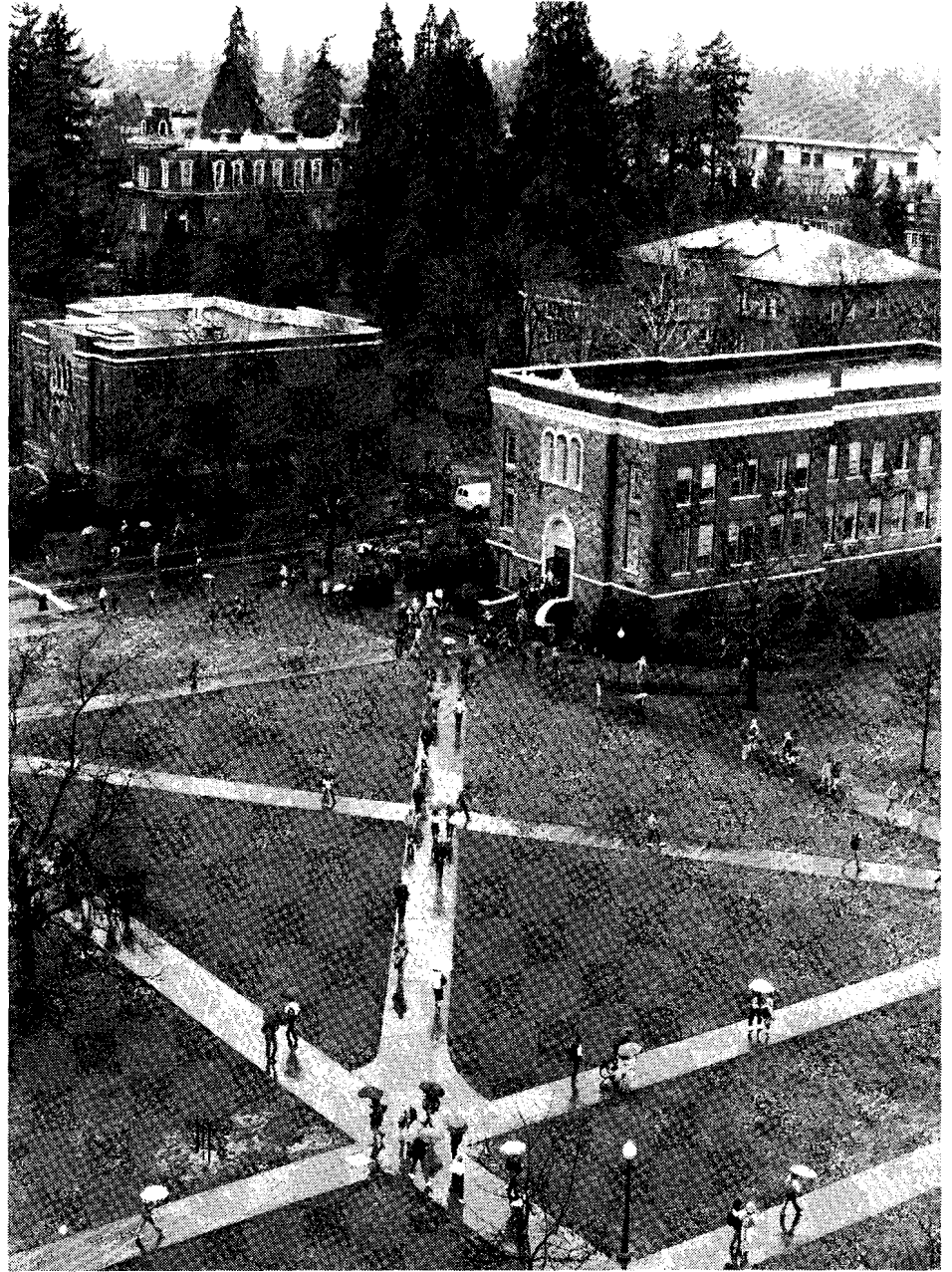
The Campus. Since 1876, graduating classes and friends have donated more than 400 varieties of trees to create a campus of botanical interest and rare beauty. Some 100 sculptures, wrought-iron gates, and other artworks embellish the campus grounds and building foyers.

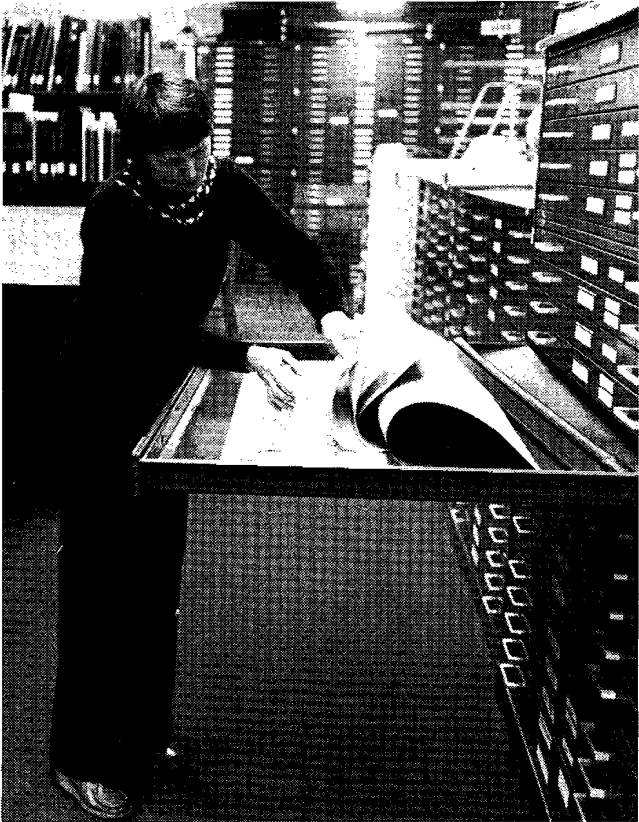
The forty buildings on campus represent the changing tastes and styles of more than a century. Buildings include twenty-five large classroom buildings, a great central library and several specialized libraries, a student union, health center, clinics and laboratories, administration and service buildings,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

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



The photograph on page 8 shows Deady Hall, first building on campus. Deady and Villard Halls are listed on the National Register of Historic Places. The photograph at right shows the Memorial Quadrangle. The photograph at the top of the next page shows a part of the campus residence hall area.





Academic and Career Planning

Advising

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

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

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

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

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

General Principles in Program Planning

(1) To graduate in 4 years (12 terms), students should average 15 or 16 credits per term. In planning a term's studies, students should anticipate that each credit hour taken requires at least three hours each week for class meetings and homework. A 15-credit-hour course load requires about 45 hours each week.

(2) Each term's schedule should be planned to include the University graduation requirements (see p. 18) and requirements of the major. Major requirements are listed in this catalog under the academic department headings (see Contents). Students who have not selected their majors should spend some time exploring possible majors.

(3) Students should read the course descriptions in this catalog and the notes in the *Time Schedule of Classes* which indicate course pre- or corequisites. Meeting prerequisites for courses is the students' responsibility.

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

(5) A foreign language, whether requirement or elective, also should 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.

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

(7) It is sound planning to design a program which combines courses demanding extensive reading, daily exercises, laboratory work, and lengthy papers.

(8) Planning might also include the use of University resources for improving skills in reading, computation, note-taking, test-taking, and writing.

Academic Majors, Minors, and Careers

All University of Oregon students must complete an academic major to graduate. The major is an opportunity to learn a subject in depth. The most successful students are usually those who enjoy their studies. 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, 164 Oregon Hall, and in the Career Planning and Placement Service, 246 Susan Campbell Hall.

Minors are additional ways to focus studies toward career and interest areas. Inquiries about minors should be directed to specific departments. Formal minor programs have been proposed by several departments, to be instituted in September 1983.

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 entire academic experience at the University are directed toward acquiring a liberal education. From the freshman year, regardless of the major, students should plan their classes to increase their knowledge of themselves and the world and to develop technical skills in such areas as writing, speaking, computer science, and statistics. Students often refine career goals as they mature and learn. It is not surprising that many change majors and add minors. 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.

A systematic approach to identifying educational and career goals and to selecting courses and college activities is outlined in *Focus Your Education*. Free copies are available in 246 Susan Campbell Hall and in 164 Oregon Hall.

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 provides students considerable information on their performance and interests.

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

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

Special Studies: Career Alternatives (CPsy 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 more than 40,000 career areas organized for easy exploration.

Workshops and seminars, offered by the Career Planning and Placement Service and by Academic Advising and Student Services, are for students in the exploratory stages of planning.

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, scheduled throughout the year. Representatives describe their

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

Career Information Fair, an annual event held during winter term. More than seventy 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- or off-campus. Some pay a salary, others offer academic credit. Some are in Oregon, others 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 the 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 or summer work, or volunteer experiences also contribute to information about possible careers and should be considered part of testing career decisions.

Placement Services

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

Calendar of Academic and Career Planning

Year in School	Academic Planning	Career Planning
Freshman and Sophomore Years Freshman: 0-44 credit hours Sophomore: 45-89 credit hours	<p>Complete writing, health, and at least half of group or cluster requirements.</p> <p>Decide 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.</p> <p>Consider some upper-division (300- and 400-level) course work during sophomore year.</p> <p>Pick up a free copy of <i>Focus Your Education</i> in 246 Susan Campbell or 164 Oregon Hall.</p>	<p>Obtain information about careers through career planning seminars, workshops, career alternatives class, Afternoon on the Job program.</p> <p>Discuss career options with major adviser and faculty.</p> <p>Examine career information related to major by using career information resources in Career Planning and Placement Service.</p> <p>Talk to family and friends about their professions and how they entered them.</p> <p>Identify skill areas you want to develop.</p> <p>Apply for summer work related to your career goals.</p> <p>Join curriculum clubs.</p>
Junior Year 90-134 credit hours	<p>Order a degree analysis from the Office of the Registrar, noting upper-division hours and hours for the baccalaureate degree (first term).</p> <p>Consult with departmental adviser on progress in major (first term).</p> <p>Plan to take admissions tests if expecting to apply to professional or graduate programs (spring term).</p> <p>Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).</p> <p>Consider other postgraduate options such as Fulbright grants and Rotary scholarships.</p> <p>Consider an academic minor or a double major.</p>	<p>Attend group presentations by companies to learn of entry-level positions.</p> <p>Arrange an internship or practicum through your major department, Career Planning and Placement Service, or a professional organization.</p> <p>Interview individuals doing work of interest to you.</p> <p>Begin developing job search, resumé writing, and interview skills.</p> <p>Apply for summer work related to your career goals.</p> <p>Consider establishing a file of letters of recommendation.</p>
Senior Year 135+ credit hours	<p>Consult with departmental adviser on progress in major (first term).</p> <p>File for graduation one term before anticipated graduation.</p> <p>Attend workshops sponsored by the Office of Academic Advising and Student Services on applying to professional and graduate programs (fall and spring terms).</p>	<p>Register with Career Planning and Placement Service and attend placement workshops (first term).</p> <p>Check with Career Planning and Placement Service for current job listings and campus interview schedule.</p> <p>Arrange interviews with organizations scheduled for Career Planning and Placement Service visits.</p> <p>Design and begin job search.</p>

Entering the University of Oregon

Office of Admissions and Records

270 Oregon Hall

Telephone 686-3201

James Buch, Director

Wanda Johnson, Associate Director

Maryan Anderson, Associate Director

Judy Bogen, Assistant Director

Fred Mohr, Assistant Director

Wayne Nishimura, Assistant Director

Bill Ballester, Coordinator for Special
Projects/Athletic Liaison



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.

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

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

Freshman 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 have

- (1) graduated from a standard or accredited high school, and
- (2) obtained a score of 30 on the Test of Standard Written English (TSWE) or a score of 12 on the English portion of the American College Test (ACT).

Students must also meet one of the following requirements:

- (a) a 2.75 high school grade point average (GPA) or higher in all high school subjects taken toward graduation for admission in fall, winter, or spring term; **or**
- (b) a predicted first-term GPA of 2.00 or above, based on a combination of high school GPA and Scholastic Aptitude Test (SAT) or American College Test scores (2.10 for nonresidents with high school GPA of 2.25-2.74); **or**
- (c) a minimum grade point average of 2.00 in 12 credit hours of prescribed course work taken during the summer session at the University of Oregon; **or**
- (d) a minimum grade point average of 2.00 (2.25 for nonresidents) in 15 credit hours of college-level course work taken in an accredited collegiate institution.

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

Computing Grade Point Averages

A numerical point value is assigned 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

Oregon State System of Higher Education policy permits the University to admit a limited number of freshmen who do not meet the minimum requirements. A request for admission as an "exception" is reviewed by the Admissions Policy 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-credit-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

New freshmen and transfer students who have earned fewer than 15 quarter credit hours are required to submit the results of the SAT or the ACT. The Test of Standard Written English (TSWE), a part of the SAT, is used for placement in the University's required writing courses. Therefore, students who have taken the ACT only and transfers who have not completed an English composition course will be required to take the TSWE on the UO campus. The TSWE is given each term 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 admission criteria.

The 1983-84 national test dates for the SAT are October 15, November 5, December 3, January 28, April 7, May 5, and June 2. ACT test dates are October 29, December 10, February 11, March 31, and June 9. 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 Entrance Examination 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, inquire at the Office of Admissions.

Transfer Admission

Students are admitted as transfers if they have completed 15 or more credit 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 decides 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 Computer and Information Science, Human Services, Leisure Studies and Services, School and Community Health, and Physical Education and Human Movement Studies. 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.

New Undergraduate Group Requirements, called Plan I, apply to students who have earned 29 or fewer term hours and who entered the University after fall 1982. The Plan I requirements (see pages 18-19 for details) will apply to all new undergraduates beginning in fall 1985.

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

Postbaccalaureate Admission

Students who have earned a 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 regulations appear in Chapter 580, Division 10, of Oregon Administrative Rules.

Nonresident Students

A nonresident student is

- (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 or 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) Refund 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 applied 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 institution, the resident classification shall be reexamined 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; and

(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 for twelve consecutive 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 who remains in this state after Oregon-resident parents or legal guardian move from the state shall retain resident classification so long as attendance (excluding summer sessions) at an institution in Oregon is continuous.

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.

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 nonresident 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 given to the principle that residence is not established by mere attendance at a college or 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 2.25 is required to transfer from an American university or college. To obtain application forms, graduate applicants should write directly to the departments or schools in which they plan to study.

Applicants from foreign countries 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, **April 1**. Later applications may not be processed in time for the term of first preference.

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 686-3014. 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.



Registration and Academic Policies

217 Oregon Hall
Telephone 686-3195
Herbert Chereck, 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 15 of this catalog. For freshmen and for transfer students who enter fall term, the University has an annual New Student Orientation and recommends that all new students attend. A detailed calendar of the current academic year with this and other important events appears on page 7 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*, which is furnished each student at registration.

The *University of Oregon 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.

Undergraduate and graduate degrees and certificates are listed on p. 6 of this catalog. 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*.

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 a Pass/No pass (P/N) basis. Graded work is graded A, B, C, D, or F. Pass/No pass work is designated P or N. See Graduation Requirements, page 18, for specific regulations on graded hours.

Each department, school, or special program has its own regulations on Pass/No pass courses for majors. Before exercising the P/N 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 the term calendar in the *Time Schedule of Classes*.

Graded

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

Pass/No pass

Student work may be graded as follows: P (Pass), satisfactory performance (C- or better) or N (No pass), unsatisfactory performance (no credit awarded). This catalog and the *Time Schedule of Classes* designate those courses which are available on a Pass/No pass 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 P/N option in any course must do so at the time of registration or within the period allowed for changes.

Marks

Student work may also be marked as follows:

I (Incomplete). An instructor-initiated mark. 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.

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

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

Grade Points

For the convenience of students wanting such information, the following are the numerical equivalents of 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 grade point average, total credit points are divided by the total credit hours, including the F's. The P and N are not usually included in the computation; some departments may calculate the N as no points.

Definitions

The academic terms defined below are used throughout this catalog.

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.

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

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

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

1 Credit Hour. Indicates quarter 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.

3 Credit Hours. Indicates quarter credit hours; generally requires three lecture hours per week plus six hours of outside preparation.

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

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

Minor. A field of specialized study in addition to the major.

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

Prerequisite. A course or other educational requirement that a student must complete before enrolling in another course, or before proceeding to more advanced study.

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

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

Semester. One-half the academic year.

Semester Credit Hours. One semester credit hour equals one and one-half quarter credit hours.

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.

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

To Waive. To set aside without credit certain requirements for a degree by petitioning for an examination.

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

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. 199 is reserved for Special Studies, 200 for SEARCH; both are 1-3 credit hours.

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. These are open-ended courses, without predetermined credits; credit is arranged. 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, Laboratory Projects, or Colloquium; 409 Practicum or Supervised Tutoring; 410 Experimental Course.

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 nonmajor credit are designated (g). Computer printouts substitute (M) for (g).

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 Pass/No pass courses.

500-599

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

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.

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 students to plan or change their course schedules to ensure completion of all requirements.

All University academic obligations must be satisfied before any degree is conferred.

Graduation Requirements for the Baccalaureate Degree

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

Credit Hours

186 credit hours with passing grades are required for the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Education, Bachelor of Music, and Bachelor of Physical Education. 220 credit hours are required for the Bachelor of Architecture, Bachelor of Fine Arts, Bachelor of Interior Architecture, and Bachelor of Landscape Architecture.

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.

Academic Minor

All degree-granting units may offer a formal minor beginning in September 1983. The University will require a minimum of 24 credit hours, including 15 credit hours of upper-division work. Proposed minors are listed with major requirements under department headings.

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 credit 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 (nonmatriculant status) may not be counted as residence credit.

Graded Hours

90 graded credit hours must be earned.

A minimum of 45 graded credit hours must be earned 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:

(1) 85 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.)

and

(2) 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. 6 credit hours (Wr 121, and either Wr 122 or Wr 123 or equivalents) with grades of C or better. For placement, prerequisites, or exemption, see policy in Department of English section of this catalog.

Health. HES 199,* 211, 250 (HEP 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: Arts and Letters, Social Sciences, and Sciences.

Two separate sets of group requirements went into effect in the academic year 1982-83.

The new requirements, described in Plan I, applied fall 1982 and thereafter to new students entering the University with fewer than 30 credit hours; Plan I 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 through summer term 1985.)

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

PLAN I

PLAN I applies to all students who are admitted and enrolled as new students at the University during the academic year 1982-83 and thereafter IF THEY HAVE 0 - 29 TRANSFER CREDITS. **Plan I** will apply to ALL new students beginning fall term 1985 and thereafter. See the following list of approved courses and clusters.*

COLLEGE OF ARTS AND SCIENCES AND COLLEGE OF BUSINESS ADMINISTRATION MAJORS	Students must complete six approved courses in each of three groups: Arts and Letters, Social Sciences, and Sciences. The eighteen total courses must include three clusters,* one in each group.
PROFESSIONAL SCHOOL AND COLLEGE MAJORS EXCEPT BUSINESS ADMINISTRATION	Students must complete three approved courses in each of three groups: Arts and Letters, Social Sciences, and Sciences, and an additional three courses in any one or combination of groups. The twelve total courses must include two clusters* in different groups.

* **CLUSTER** is an approved set of three interrelated courses and must be taken in courses OUTSIDE THE MAJOR DEPARTMENT which will award the degree. No more than three group-satisfying courses may be taken from any one department to satisfy this requirement, and all courses must be three or more credit hours in value. Beyond the original major, each additional major or minor in a general education area may be substituted for one cluster requirement.

Group I: Arts and Letters

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

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
Cl 303. Literature: Greek Philosophy
Cl 304. Classical Comedy
Cl 305. Latin Literature
Cl 321. Classic Myths
CLUSTER: Cl 301, 302, 303, 304, 305 (any three)
COMPARATIVE LITERATURE
C Lit 201, 202, 203. Comparative Literature:
Epic, Drama, Fiction
CLUSTER: C Lit 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: Chn 301, 302, 303, 304 (any three)
Jpn 301, 302, 303

ENGLISH

Eng 104, 105, 106. Introduction to Literature:
Fiction, Drama, Poetry
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: Scandinavian 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

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

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

ROMANCE LANGUAGES: Italian

Ital 204, 205, 206. Second-Year Italian
Ital 307, 308, 309. Survey of Italian Literature
Ital 374, 375, 376. Italian Composition and Conversation
Ital 377, 378, 379. Introduction to Italian Literature
CLUSTER: Ital 307, 308, 309

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

SPEECH

RhCm 301, 302, 303. Theory and Literature of Rhetoric
 TcF 255, 256, 257. History of The Motion Picture
 TcF 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
 TcF 255, 256, 257
 TA 271, 272, 273

INTERDEPARTMENTAL ARTS AND LETTERS CLUSTER

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

Group II: Social Sciences

ANTHROPOLOGY

Anth 107. Introduction to Archaeology
 Anth 108. Introduction to Cultural Anthropology
 Anth 109. Introduction to Language and Culture
 Anth 215. Archaeological Analysis and Interpretation
 Anth 301. Ethnology of Hunters and Gatherers
 Anth 302. Ethnology of Tribal Societies
 Anth 303. Ethnology of Peasant Societies
 Anth 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 Analysis
 Ec 311. Money and Banking
 Ec 315. Urban Economic Problems
 Ec 329. Introduction to Public Economics
 Ec 332. Issues in Resource Economics
 Ec 333. Issues in Environmental Economics
 Ec 335. Human Capital: Problems and Issues
 Ec 340. Introduction to International Economics
 Ec 344. Labor Market Issues
 Ec 350. The Market System and Its Critics
 Ec 357. Problems and Issues in the Developing Economies
 Ec 360. Private Industry and Public Policy
 Ec 370. The Evolution of Economic Ideas
 Ec 375, 376, 377. Intermediate Economic Analysis
 Ec 390. The Rise of the Western Economies
 CLUSTER: Ec 201, 202, and any one of the 300-level courses

FOLKLORE AND ETHNIC STUDIES

ES 101. Ethnic Groups in American Society
 ES 102. Ethnic Groups and Contemporary America
 ES 103. Ethnic Groups and the American Experience
 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 from 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. Women and Social Movements in Europe from 1750 to the Present
 Hst 350, 351, 352. Hispanic America
 Hst 374. History of the Religious Life in the United States.
 CLUSTERS: Hst 101, 102, 103
 Hst 201, 202, 203
 Hst 290, 291, 292
 Hst 301, 302, 303
 Hst 350, 351, 352

LINGUISTICS

Ling 290. Introduction to Linguistics
 Ling 311. Languages of the World
 NO CLUSTERS

PHILOSOPHY

Phl 205. Contemporary Moral Issues
 Phl 307, 308. Social and Political Philosophy
 Phl 325, 326. Philosophy of Language
 Phl 339, 340. Introduction to Philosophy of Science
 NO CLUSTERS

POLITICAL SCIENCE

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: Psy 201, 214, 215, 216 (and three)

RELIGIOUS STUDIES

R 111. Introduction to the Study of the Bible
 R 201, 202, 203. Great Religions of the World
 R 301. Religions of India
 R 302. Chinese Religions
 R 303. Japanese Religions
 R 311, 312, 313. Ancient Near Eastern and Mediterranean Religions I, II, III
 R 321, 322, 323. History of Christianity
 R 324, 325. History of Eastern Christianity
 CLUSTERS: R 201, 202, 203
 R 301, 302, 303

SOCIOLOGY

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

SPEECH

RhCm 321. The Logic of Argument
 RhCm 322. Persuasion
 RhCm 323. Group Communication
 TcF 241. Introduction to the Electronic Mass Media
 NO CLUSTERS

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 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 139. Freshwater Biology
 Bi 149. Life of the Forest

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 either 115 or 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, 102, 103. General Geology: The Face of the Earth, The Earth's Dynamic Interior, Earth History
 Geol 201, 202, 203. General Geology
 Geol 291. Rocks and Minerals
 Geol 293. Mountains and Glaciers
 Geol 304. The Fossil Record
 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 Planets
 CLUSTERS: Geol 101, 102, 103
 Geol 201, 202, 203
 Geol 351, 352, 353

MATHEMATICS

Mth 150. Introduction to Probability
 Mth 151. Combinatorics
 Mth 152. Mathematical Symmetry
 Mth 153. Introduction to Game Theory
 Mth 154. Mathematical Milestones
 Mth 156. Concepts of Statistics
 Mth 157. Elementary Theory of Numbers
 Mth 158. Introduction to Matrix Algebra
 Mth 201, 202, 203. Calculus
 Mth 207, 208, 209. Calculus for the Nonphysical 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"

Bi 126. Principles of Evolution
 Bi 242. Paleobiology and Evolution of Plants
 Ch 123. Chemical Origins of Life

"Human Biology"

(1) either Anth 104. Introduction to Physical Anthropology
 or Bi 102. Human Reproduction and Development;

(2) Bi 222. Human Genetics;
 (3) either Anth 223. Human Adaptation
 or Anth 322. Human Biological Variation
 "Food, Plants, and Humanity"
 Bi 232. Economic Botany
 Ch 121. Chemistry, Nutrition, and World Food
 Geog 101. The Natural Environment

Only those departments and courses listed below may be used to satisfy group requirements. Courses refer to the current year only. For prior years, consult earlier 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)
 English, Writing (except as noted above)
 Germanic Languages and Literatures (except as noted above)
 Honors College 101, 102, 103, 211, 212, 213
 Humanities
 Linguistics 150
 Music 201, 202, 203
 Philosophy 204, 212, 222, 301, 302, 303, 304, 305, 306, 411, 413, 416, 419, 423, 425, 427, 429, 430, 433, 434, 435, 438, 439, 440, 441, 442, 443, 447, 448
 Religious Studies 111, 431
 Romance Languages (except as noted above)
 Russian (except as noted above)
 Speech

Social Sciences Group

Anthropology (unless listed under Sciences)
 Economics
 Ethnic Studies
 Geography (unless listed under Sciences)
 History
 Honors College 204, 205, 206
 Linguistics 311, 490
 Philosophy 201, 202, 203, 205, 206, 210, 221, 307, 308, 309, 321, 322, 323, 324, 325, 326, 339, 340, 350, 351, 444, 453, 454, 455, 456,

PLAN II

PLAN II applies to all students who were admitted and enrolled at the University prior to fall term 1982 or who are admitted and enrolled during the academic years fall 1982 through summer 1985 IF THEY HAVE 30 OR MORE TRANSFER CREDITS.

COLLEGE OF ARTS AND SCIENCES MAJORS	Students must complete six courses in each of three groups: Arts and Letters, Social Sciences, and Sciences. Eighteen courses total.
PROFESSIONAL SCHOOL AND COLLEGE MAJORS EXCEPT BUSINESS ADMINISTRATION	Students must complete three courses in each of three groups: Arts and Letters, Social Sciences, Sciences, and an additional three in any one or combination of groups. Twelve courses total.
BUSINESS ADMINISTRATION MAJORS	Students admitted and enrolled prior to fall 1982 must meet the group requirements of professional schools. Students transferring to the UO with 30 or more credits during the academic year 1982-83 (through summer) must also meet the professional school's requirements. Students new to the UO during the academic year 1983-84 and thereafter must meet the group requirements of the College of Arts and Sciences.

COURSES THAT DO NOT SATISFY group requirements are those of fewer than 3 credit hours; courses numbered below 100; those numbered 199, 200, or 400-410; writing courses numbered below 200 as well as any other writing course used to satisfy the written English requirement; first-year foreign languages numbered below 200; and Mth 100. No more than six courses may be used from any one department.

458, 459, 461, 462, 463, 468, 480, 481, 482
 Political Science
 Psychology 201, 214, 215, 216, 301, and
 courses of at least 3 credit hours numbered
 351-357, 374-388, 411-427, and 456-489
 Religious Studies (except 111, 431)
 Sociology
 Women's Studies

Sciences Group

Anthropology 104 105, 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, 450, 451, 452, 460
 Mathematics (except Mth 100)
 Physics
 Psychology 211, 212, 213, 217, 218, 219, 302,
 361, and courses of at least 3 credit hours
 numbered 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 Chemis-
 try; Bachelor of Business Administration or
 Bachelor of Science in Business Administration)
 See listing of degrees, page 6.

For the Bachelor of Arts:

36 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
 taught in the language;

(b) examination administered by the appro-
 priate department, showing language compe-
 tence equivalent to that attained at the end of
 two years of college study. Scores on the
 foreign language examination taken by incom-
 ing 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; Romance Languages; Russian;
 Speech; Writing. **Note:** language and literature
 fields are *not* identical to Arts and Letters group.

For the Bachelor of Science:

(1) 36 credit hours of science or 36 credit hours
 of social science are required.

(a) social science fields: Anthropology (except
 courses listed under Sciences); Economics;
 Ethnic Studies; Geography (except courses
 listed under Sciences); History; Honors College
 204, 205, 206; Linguistics 290, 311, 490;
 Philosophy; Political Science; Psychology
 (except courses listed under Sciences);
 Religious Studies; Sociology; Women's Studies.
Note: The social science fields are not identical
 to the Social Sciences group.

(b) science fields: Anthropology 104, 105, 106,
 211, 223, 320, 321, 322, 323, 324, 375, 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 411, 421, 450, 451,
 452, 460; Mathematics; Physics; Psychology
 211, 212, 213, 217, 218, 219, 302, and courses
 numbered 430-450. **Note:** The science fields
 are not identical to the Sciences group.

(2) Effective fall term 1983 through summer term
 1985, all newly enrolled students admitted with
 0-29 credit hours must meet the mathematics
 competency requirement for the Bachelor of
 Science degree. Beginning fall 1985, all new
 students must meet the mathematics compe-
 tency requirement for the Bachelor of Science
 degree.

The mathematics requirement for the Bachelor
 of Science degree may be met in one of the
 following ways:

(a) satisfactory completion of an examination
 administered by the Department of Mathemat-
 ics, demonstrating mathematical competency
 equivalent to that attained at the end of one year
 of college-level mathematics;

(b) satisfactory completion of three of the
 following courses (or their transfer equivalents)
 in the Department of Mathematics and/or the
 Department of Computer and Information
 Science: Mth 101, 102, 115,* 150, 151, 152,
 153, 156, 157, 190, 191, 192, 201, 202, 203,
 207, 208, 209, 231, 232, 233, CIS 133, 201, 203,
 234;

or

(c) Mth 121, 122, 123 (for elementary education
 majors only).

* Mth 115 does *not* count toward the requirement
 for students who take Mth 101 and 102.

General Limitations

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

(2) Correspondence study: maximum of 60
 credit hours.

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

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

(a) lower-division vocational technical courses;

(b) physical education activity courses, except
 for majors in health, physical education, and
 leisure studies;

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

(5) Music majors: toward the B.A. or B.S.
 degree, a maximum of 24 credit 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 credit hours earned by
 Course Challenge (Credit by Examination) and
 College Level Examination Program (CLEP) are
 counted toward the satisfaction of all bac-
 calaureate degree requirements except
 residence. Grading option for Credit by
 Examination is on the basis of course listing in
 the *Time Schedule of Classes*. The University
 will grant Pass credit for successful completion
 of CLEP examinations.

Second Baccalaureate Degree

A student who has been awarded a bac-
 calaureate 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) 85 percent of all work graded A, B, C, D, F,
 P, N must be passed with grades of A, B, C, D,
 P (I, X, Y are marks and are not counted as work
 completed).

(2) If the 85 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 (A, B, C, D) if the prior baccalaureate
 degree was earned at the University of Oregon,
 or 23 credit hours if at another institution.

(4) 75 percent of all course work in the major
 to be counted toward the second degree must
 be certified by the major department as
 completed subsequent to the awarding of the
 prior degree.

(5) The Bachelor of Arts degree requires 36
 credit hours of language and literature including
 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
 academically disqualify an undergraduate
 student from attending the University when it
 appears that work is of such character that the
 student is not making 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 currently offered for the year and specifies which terms they are available; it also describes registration procedures.

The booklet includes important dates, deadlines, and explanations of various academic regulations and financial aid procedures, 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 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 University Continuation Center and 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 Oregon State System of Higher Education 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 in which students may earn credit toward graduation and, at the same time, decrease the cost and time required for the usual four years of undergraduate study. Brief descriptions of these programs appear below. Additional information is available from the Office of

Admissions and from the Office of Academic Advising and Student Services.

Advanced Placement

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

College Level Examination Program

For some courses, departments have authorized the use of subject examinations prepared by the College Level Examination Program (CLEP). Examinations are available, for example, in American history, principles of economics, calculus, and biology. Students who have not completed their sophomore year (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

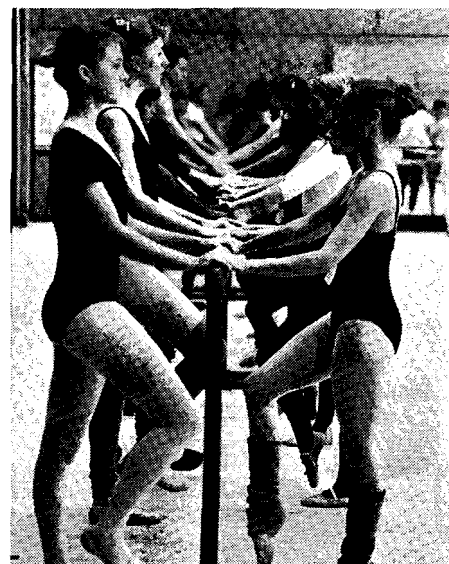
A regularly admitted student may challenge undergraduate University courses by examination without formally registering in the courses.

- (1) The student's petition to the Academic Requirements Committee (available through the registrar's office) must have the approval of the individual faculty member administering the test and of the appropriate dean or department head.
- (2) Arrangements for the examination must be completed at least one month before the examination date.
- (3) The student must pay, in advance, a special examination fee of \$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 as a Pass (P—satisfactory) or graded A, B, C, D, consistent with options listed in the *Time Schedule of Classes*.
- (6) Credit by examination may not be counted toward the satisfaction of the 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, 400-410, first-year foreign languages, or Mth 100.
- (8) A student may not receive credit by examination in courses which (a) would substantially duplicate credit already received or (b) are more elementary than courses in which previous credit has been received or status has been established.
- (9) A student must be regularly admitted and

registered for classes during the term in which the examination is administered.

Community Education Program

Individuals who want to enroll for a limited number (6 or fewer credit hours) 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 at the University Continuation Center, 333 Oregon Hall, telephone (503) 686-5614.



Tuition and Fees

First Floor, Oregon Hall

W. N. McLaughlin, Director, Business Affairs

Telephone 686-3165

D. L. Thomas, Assistant Business Manager

Telephone 686-3166

Tuition

Regular tuition is a basic charge paid by all students enrolled at the University of Oregon. Tuition includes instruction costs, health service fees, incidental fees, gym activities fees, and building fees. For a full-time student, 1982-83, the health service fee was \$29.50, the incidental fee was \$42.00, the building fee was \$12.50, and the gym activities fee was \$3.00. The fees are subject to change for 1983-84.

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

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

Tuition is paid by all students under the usual conditions of undergraduate or graduate study, and it is payable as specified in the *Time Schedule of Classes* or other official notices 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 on Education. Details of the policies are available at the Office of Business Affairs, Oregon Hall.

In the following schedule, 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 amounts listed for tuition are tentative. When this catalog went to press, the Oregon State Board of Higher Education had not yet approved tuition levels for the 1983-84 academic year. The Board reserves the right to make changes in the tuition schedule. The final tuition schedule will appear in the fall term *Time Schedule of Classes* and other supplementary publications.

Undergraduate

Tuition	Resident	Nonresident
Full-time registration (one term):		
12-21 credit hours	\$460.00	\$1,335.00
Part-time registration (one term):		
1 credit hour	90.50	163.50
2 credit hours	123.50	269.50
3 credit hours	156.50	375.50
4 credit hours	189.50	481.50
5 credit hours	222.50	587.50
6 credit hours	255.50	693.50
7 credit hours	289.50	800.50
8 credit hours	323.50	907.50
9 credit hours	357.50	1,014.50
10 credit hours	391.50	1,121.50
11 credit hours	425.50	1,228.50
Over full-time registration (per credit hour):		
	31.00	104.00

Graduate Tuition	Resident	Nonresident
Full-time registration (one term):		
9-16 credit hours	\$681.00	\$1097.00
Part-time registration:		
1 credit hour	125.50	171.50
2 credit hours	194.50	286.50
3 credit hours	263.50	401.50
4 credit hours	332.50	516.50
5 credit hours	401.50	631.50
6 credit hours	470.50	746.50
7 credit hours	543.50	865.50
8 credit hours	612.50	980.50
Over full-time registration (per credit hour):		
	66.00	112.00

Law School Tuition	Resident	Nonresident
Full-time registration (one semester):		
9-16 credit hours	\$1,221.50	\$1,845.50
1 credit hour	210.75	279.75
2 credit hours	335.75	473.75
3 credit hours	460.75	667.75
4 credit hours	585.75	861.75
5 credit hours	710.75	1,055.75
6 credit hours	835.75	1,249.75
7 credit hours	967.75	1,450.75
8 credit hours	1,093.75	1,645.75
Over full-time registration (per credit hour):		
	99.00	168.00

General Deposit

All students who enroll for academic credit (except Community Education Program students, staff members, and auditors) must make a general deposit of \$50.00 payable at the time of registration. The deposit is required for protection of the University against loss of or damage to institutional property such as laboratory equipment, uniforms, library books, and locker keys, and against failure to pay promptly charges and assessments such as library fines, campus traffic fines, and health center charges. If at any time charges against this deposit become excessive, the student may be called upon to reestablish the original amount. Refund policies are stated in the *Time Schedule of Classes* and on page 25 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, one-third to be paid at registration. The balance is payable in two equal installments during the term. A service charge of \$6.00 is assessed.

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

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

Community Education Program

Tuition for part-time, Community Education Program students enrolling for 6 credit hours or fewer 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. Required of students not previously enrolled at the University of Oregon. Payable when the application for admission is submitted. 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.

Automobile Fees

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

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

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

Bicycles

Bicycle registration with the Office of Public Safety is required. The mandatory fee is \$2.00 for a two-year permit or \$5.00 for a permanent permit. Bicycle racks and ramps are provided throughout the campus, and the development of cycling paths is underway both on campus and in the community.

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

Change of Program: \$3.00. Required for each change in a student's official program.

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

Counseling and Testing: \$10.00.

Examination for Credit: \$15.00 per course.

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.

Exceptions to Procedures: \$1.00-\$25.00.

Approved exceptions to procedural deadlines are subject to this fee.

Graduate Qualifying Examination: \$1.00-\$5.00.

Assessed to students taking the Graduate Record Examination (GRE) or other standard tests of ability to do graduate work.

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.

Late Registration: \$10.00 + . Students registering late will be charged a 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 charge as well as the late registration fine to the day the check is paid. The regulation applies to both full-time and part-time students. The late-registration fee policy is on file at the Office of Business Affairs, Oregon Hall. Following are the final dates in 1983-84 to register and pay fees without penalty: fall term, September 28, 1983; winter term, January 9, 1984; spring term, March 30, 1984.

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

Replacement of Certificate of Paid Tuition: \$2.00.

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

Returned Check: \$7.50. Charge imposed on the writer of any check that is returned to the University by the bank. Exceptions are bank or University errors. If not paid within 30 days, returned checks may be subject to a fine of \$100.00 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 may be made for any special materials. Incidental fee services are not provided.

Staff: \$11.00 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.

Transcripts: \$5.00. The first official copy of a student's University academic record is \$5.00. Each additional copy furnished at the same time is \$1.00. The University reserves the right to withhold transcripts of persons who have unpaid financial obligations to the institution.

Tuition and Fee Refunds

In the event of complete withdrawal from the University or a reduction in course load, refunds may be granted to students in accordance with the refund schedule on file in the Office of

Business Affairs, Oregon Hall. Refunds may take from four to six weeks to process. All refunds are subject to the following regulations. The University has an appeals process for students or parents contending that individual circumstances warrant exceptions from published policy. For assistance, inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

(1) Withdrawal or course reduction does not automatically result in a refund. Any claim for refund must be made in writing 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 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 of Classes* for details.

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

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

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

General Deposit Refund

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

Financial Aid for Students

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

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 8:00 a.m. to 5:00 p.m., Monday through Friday.

Attendance Costs

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

Budgets established for financial aid purposes are based on average expenses, except for tuition and fees. Some students have higher costs in one category or another. For example, students in the School of Architecture and Allied Arts, some of the science departments, and the School of Music have expenses ranging from \$30 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 1982-83. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education, and may be increased for 1983-84. Details about tuition and fees for 1983-84 are on page 24.

Student Classification	One Term	Three Terms
Undergraduate Resident	\$ 460.00	\$1,380.00
Undergraduate Nonresident	1,335.00	4,005.00
Graduate Resident	681.00	2,043.00
Graduate Nonresident	1,097.00	3,291.00
Graduate Assistant	87.00	261.00
Law Resident (Semester)	1,221.50	2,443.00
Law Nonresident (Semester)	1,845.50	3,691.00

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 1983-84 academic year.

Meals and Housing	One Term	Three Terms
Single Commuter (living with parents)	\$ 366.00	\$1,098.00
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	\$100.00	300.00
Law (Semester)	150.00	300.00

Miscellaneous Personal Expenses

Single	\$330.00	990.00
Married	660.00	1,980.00

A transportation allowance is added to the budget of a dependent nonresident student or a National Exchange Program 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 1982-83 ranged from \$2,127 to \$3,587. Cooperative housing costs were generally less than the minimum residence hall rate. Sorority and fraternity costs were somewhat higher than the minimum residence hall rate.

Health insurance is optional. Coverage by the term or for a full twelve-month period may be purchased in the Office of Business Affairs. 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. (FAF's 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) If an Oregon resident, request that the Oregon State Scholarship Commission receive a copy of the FAF.

(5) Transfer students must supply financial aid records from all other postsecondary schools they have attended at least half time. (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 is completed in that school's financial aid office and returned to the University.

Graduate Students

(1) Complete a Financial Aid Form (FAF) and send it with the correct fee to the College Scholarship Service for analysis.

(2) 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 at least half time. (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 is 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 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 1983-84 academic year is based on (a) resources earned during summer 1983 and through the end of the following spring term and (b) 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 session.

(2) For independent students not attending summer session, 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 dependent children, if any.

(3) For both dependent and independent students attending summer session 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; Graduate Teaching Fellowships; "in kind" value for services in exchange for food and housing.

Spouse's Contribution. For the 1983-84 academic year, the expected contribution from a spouse who is not attending school is based on resources earned and received during summer 1983 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, housing, and miscellaneous personal expenses.

Parents' Contribution. Parental contributions for the 1983-84 academic year are based on parents' income and assets for 1982. 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.

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

- (1) The student is 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 or Parent Loan for Undergraduate Students for attendance at the University of Oregon.
- (2) The student owes 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 accordance with federal regulations and University policies as described below.

National Direct Student Loan (NDSL). The amount is determined by a financial aid counselor and based on the student's financial aid eligibility. The maximums are \$3,000 for the

first two years and \$6,000 total for undergraduate study.

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

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

College Work-Study Program (CWSP). 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 the College Work-Study Program. Awards are made in accordance with federal regulations and certain University policies, as follows:

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

College Work-Study Program (CWSP).

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 is 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 are mailed during the summer to all students who have supplied the necessary information between March 2 and 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 is sent suggesting other sources of funds. If aid funds are depleted and assistance is no longer possible, applicants are notified by mail and informed of alternative sources of assistance.

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

An explanation of revision and appeal policies and procedures is included in the Offer of Financial Assistance. The federal regulations covering financial aid programs, the explanation of the College Scholarship Service's method of determining student and family contributions, 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 may make an appointment to discuss with a counselor either eligibility or financial award, or both, by calling the Office of Student Financial Aid at (503) 686-3221.

Financial Aid Programs

To be eligible for certain financial aid programs which are dependent upon federal or state funding, the student must be a citizen of the United States, a national, or a permanent resident of the Trust Territories of the Northern Mariana Islands or the Pacific Islands, or the student must 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, the Parent Loan for Undergraduate Students, and the State Need Grant and Cash Award, all of which are described below.

Pell Grant Program

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

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

The award amount for any student is determined by the student's aid index and allowable educational expenses. The grant is reduced proportionately if the student is enrolled for fewer than 12 credit 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 (CWSP)

The College Work-Study Program provides jobs for students who qualify for financial aid and are enrolled in good standing at least half time (6 credit hours per term).

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

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

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 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 an NDSL 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 NDSL that is not delinquent or in default may be deferred if a borrower is enrolled at least half time in an eligible institution. An NDSL made on or after October 1, 1981, may be deferred for no more than three years if one is (1) a member of the U.S. Armed Forces or an officer in the U.S. Public Health Service Commissioned Corps; (2) a Peace Corps volunteer or a volunteer under the Domestic Volunteer Service Act of 1973; (3) a full-time volunteer in service determined by federal regulation to be comparable to service in the Peace Corps or under the Domestic Volunteer Service Act; (4) temporarily totally disabled or unable to secure employment because care must be provided for a spouse who is temporarily totally disabled.

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

Repayment of an NDSL may be canceled if the borrower is teaching full time in designated low-income schools or teaching handicapped children full time in a public or other nonprofit elementary or secondary school, if the borrower 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 NDSL's 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 Office of Business Affairs 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 University and the lending institution determine 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.

Repayment begins 6 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 January 1, 1981, the grace period continues to be 9 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. GSL applicants are assessed a \$10 processing fee by the University for each application. Borrowers are assessed a 5 percent origination fee to offset a portion of the federal interest contribution in addition to a finance charge for each loan 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 the 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, and service in an eligible internship program. The lender should also be consulted about deferment during a period when the borrower is temporarily totally disabled or unable to secure employment because of caring for a spouse who is temporarily totally disabled.

A GSL is canceled 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 that 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.

To apply for a Parent Loan for Undergraduate Students (PLUS). This federal and state program provides loans through eligible lending institutions to parents of dependent undergraduates, independent undergraduates, and graduate students and students in professional programs. Students must be enrolled at least half time and be in good standing or have been accepted for admission.

Parents of dependent undergraduate students may borrow the lesser of \$3,000 per year or the school's estimated cost of attendance, less any other financial aid the student may receive, for an aggregate total of \$15,000. An independent undergraduate student is limited to \$2,500 annually, minus the amount the student has borrowed under the GSL Program for that year, with an aggregate PLUS and GSL loan total of \$12,500. A graduate or professional program student may borrow, in addition to any GSL loans, \$3,000 per year with an aggregate total of \$15,000. The annual total of PLUS and GSL loans may not exceed the school's estimated cost of attendance minus other financial assistance.

The interest on the PLUS loan is 12 percent per annum with the first payment to be made within 60 days of the date of disbursement. The borrower is allowed at least five but no more than ten years to repay, and must meet the federal minimum of \$600 per year. However, the actual amount of payments and length of repayment period depend upon the size of the debt and arrangements with the lender.

Deferring Repayment. Student and parent borrowers may qualify for deferments of principal repayment for periods when the student/borrower is in full-time study at a school participating in the program, is studying under an eligible graduate fellowship program, or is taking courses of study under an eligible rehabilitation training program for disabled individuals. Further information should be obtained from the lender about deferment for active duty in the United States Armed Forces; volunteer services in the Peace Corps, VISTA, ACTION, or a comparable tax-exempt organization; temporary disability; or duty as an Officer in the Commissioned Corps of the Public Health Service. A PLUS loan is canceled if the borrower (and the borrower's cosigner) dies or becomes totally and permanently disabled.

To apply for a PLUS: Applications can be obtained from participating lenders, usually in the borrower's state of legal residence. In addition, the University requires completion of a separate supplemental form. Borrowers are assessed a finance charge and a \$10 processing fee for each application. Allow four to six weeks for processing these loans.

Please note: The Pell Grant, SEOG, CWS, NDSL, GSL, and PLUS programs are being reviewed by the federal government and are subject to change and elimination. 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 on either the Scholastic Aptitude Test or the American College Test, and who are also eligible for financial aid. Award amounts for the 1982-83 academic year ranged from \$198 to \$648.

Need Grants are awarded to resident undergraduates who have sufficient financial aid eligibility. Award amounts for the 1982-83 academic year ranged from \$258 to \$708.

A Cash Award or a Need Grant may be renewed for twelve terms if the student applies each year, demonstrates financial need, 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. A Cash Award or Need Grant may be transferred to other eligible institutions in Oregon.

To apply for a Need Grant or a Cash Award.

(1) Complete a Financial Aid Form and submit it with the required fee to the College Scholarship Service, 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 the Office of Student Financial Aid

This is a group of University-wide scholarships not attached to a particular department or school. All of these scholarships require academic achievement (merit), and most require financial need. Less money is available for merit-only scholarships than for need-based scholarships. All scholarships administered by the Office of Student Financial Aid are governed by the University Scholarship Committee, whose members are 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, since many of the scholarships were created before the advent of Title IX regulations. Students are selected for scholarship awards on the basis of criteria other than sex. After a student has been identified as a potential recipient, the University Scholarship Committee awards scholarships from both sex-restrictive and nonrestrictive sources. If not enough scholarship monies are available through nonrestrictive sources for members of one sex, the University is required either to obtain funds from other sources or to limit awards from the sex-restricted sources.

Presidential Scholars

In 1983 the University established the Presidential Scholars Program to recognize and reward outstanding Oregon high school graduates. Candidates are nominated by their high school principals and counselors and invited to apply for the scholarships. This year the University Scholarship Committee selected 52 candidates to receive \$1,000 scholarships for each of their four years at the University. Selection is based on academic achievement. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the University.

National Merit Scholarships

The University of Oregon is the only public institution in Oregon which sponsors 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 Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifications Test (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, students must secure two qualified cosigners. (University faculty members, staff, and students may not cosign.) Borrowing limits are \$500 for freshmen and sophomores, \$1,000 for juniors 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 5 percent per year until the student is no longer enrolled at least half time. Then the interest rate becomes 7 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 pro-

cessed by the Office of Business Affairs in approximately eight weeks. Applicants are assessed a \$10 service charge.

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 campus or in the community. The College Work-Study Program is not included here because it is limited to those students who have applied for financial aid and have been awarded work-study certification based on their financial aid eligibility.

Campus Employment

Student employment is a part of the total service provided by the Office of Student Financial Aid.

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

The Job Service Office, which is a part of the Oregon State Employment Division, helps University students, their spouses, and dependents find part-time work. No fee is charged. Students who want employment should 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 St.; telephone (503) 686-3239.

Personnel Office. Staff employment (the Oregon Civil Service) is managed through this office in 463 Oregon Hall. Assistance is provided for those 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.

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 residence hall counseling responsibilities. Appointments are generally made by the end of April for the following school year. Students wanting these positions should apply directly to University Housing, Walton Hall.

Student Union. A variety of jobs, including food service, is available in the Erb Memorial Union (EMU). Inquiries should be sent to the personnel clerk, Erb Memorial Union.

Physical Plant. Students, both women and men, who want custodial or grounds maintenance work should 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 heads of their departments. Grader positions are also handled by the departments or by individual instructors.

Community Employment

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 limited number of free-lance engagements for musicians, actors, and other entertainers 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

Marjory A. Ramey, Acting

Fred Babcock, Food Service Director

Donald Moon Lee, Associate Director

Robert Minshall, Business Manager

Richard Romm, Residence Life 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 describes 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 freshman, upper-division, and graduate students. Some living areas in University Inn are segregated by sex and some are not. 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 interested in creative arts, the environment, international studies, or other particular themes or academic pursuits.

Residence Hall Services

The following are provided by the residence halls: nineteen meals a week, except during vacations; bed linens and pillows, carpeting, lounge chairs in single rooms; draperies, desk lamp, study chair; color television, table tennis, vending machines, computer terminals; 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 at an additional charge; refrigerators available at an extra charge.

Residence Hall Costs

Rates* for 1982-83, subject to change:

	Multiple Room and Board	Single Room and Board
Fall	\$ 956	\$1242
Winter	639	829
Spring	532	691
Total	2,127	2,762

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

Fall	\$1,242	\$1,613
Winter	829	1,077
Spring	691	897
Total	2,762	3,587

*Included is a \$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 1983-84 if costs exceed present estimates.

Reservations and Contracts

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

Address inquiries to University Housing, 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 University Housing by September 1 for fall term, December 1 for winter term, or March 1 for spring term. \$35.00 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 the deadlines 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. For students who withdraw from the residence hall and the University ten days before the end of the term, any unearned room and board payments are refunded according to an established schedule,

available at University Housing. Board charges during an absence from Eugene of 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, \$50.00; spring, \$25.00; these rates are subject to change).

Summer Session. Summer session students may choose seven- or five-day board. A contract for both room and board is required for main campus residence halls. 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 University Housing, 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 \$140.00 per month (subject to change) and includes water and garbage-hauling service. The apartments have electric heat and appliances. The grounds are landscaped and maintained. There is city bus service to campus. An elementary school and shopping areas are nearby.

Amazon, an older complex within walking distance of campus, has 246 unfurnished two-bedroom apartments. Rent is \$116.00 per month (subject to change) and includes water and garbage-hauling service. Residents provide stoves and refrigerators; rental appliances are available from the University. Schools and parks are nearby.

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 GTF 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 GTF appointments for more than half time are not eligible. Exceptions may be requested by petition.

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, 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 University Housing 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 charges during the year 1983-84 when actual expenses of housing operations exceed budgeted expenses.

Affiliated Housing

Cooperatives

Although not University-owned or -operated, cooperative houses offer an inexpensive student living alternative because each member shares in the household and management duties. Each of the five cooperatives near the University is a student-owned and -operated organization. Membership ranges between thirty and forty students at each unit.

The houses are Campbell Club, a coed house at 1670 Alder St.; Chelsea House, a Newman Center cooperative at 1306 E. 18th Ave.; Janet Smith Cooperative House, a coed house at 1790 Alder St.; Parr Tower, a coed residence at 1648 Alder St.; and Philadelphia House, a coed living unit at 851 E. 15th Ave. All five 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, Eugene, Oregon 97403.

The ASUO Off-Campus Housing Office lists additional cooperatives in the area.

Fraternities and Sororities

Information about fraternities and sororities affiliated with the University is available from the Office of Student Development, 364 Oregon Hall; telephone (503) 686-3105.

Fraternities and sororities are an important housing option at the University of Oregon. They are concerned with the cultural, social, and academic growth of their members, as evidenced by programs that encourage interaction with faculty, community service, and campus involvement. The small-group atmosphere encourages cooperation among members, providing living and learning opportunities for the individual. The Greek-letter houses also have functions such as formal get-togethers, dances, philanthropic projects, parents'

weekends, Greek Week, and activities with other fraternities and sororities.

The individually owned and operated houses provide a comfortable and homelike atmosphere at costs only slightly higher than those charged by residence halls. Meals are cooked and served family style within each house. Quiet sleep and study areas are maintained along with living and recreational areas. Room and board costs and social fees vary from house to house, but yearly sorority costs average \$2,300. Fraternity costs average \$2,200. Monthly or quarterly arrangements may be made for payment.

Membership selection, known as "rush," which includes house visits, is scheduled during the week before classes start in the fall. This gives new students a chance to get acquainted and meet members of each of the fraternities and sororities. Students planning to participate in rush should call or write the Interfraternity Council (men) or Panhellenic Council (women), in Suite 5, Erb Memorial Union, telephone (503) 686-3701 or -3888; or Marti Chaney, Greek Adviser, 364 Oregon Hall, telephone (503) 686-3216. Students who do not participate in fall rush may join a house at other times of the year through the informal rush program.

Sororities at the University 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.

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

Off-Campus Private Housing

Finding an inexpensive place to live in Eugene is much easier than it has been in recent years. The slowed economy, especially in lumber, has forced some Lane County residents to move elsewhere for work, opening up many more rental units for students, even those with pets or those who want to live alone.

Apartments. Many students live in apartments within a mile of campus. In that area, rents are usually about 10 percent higher than in the rest of Eugene and about 15 to 20 percent higher than in Springfield, Eugene's sister city. Around campus rents range from \$140 to \$200 for furnished one-bedroom apartments, down about 10 percent from two years ago. Some studio apartments and quads rent for as little as \$95 a month. (A quad is a single sleeping room with kitchen and bath facilities shared with three other units.) Two-bedroom apartments range from \$160 to \$250. Most buildings have coin laundries. Tenants are often required to pay their own utility bills in addition to rent.

Houses. Single-family houses, once at a premium, are now fairly readily available, even within a half-mile of campus. Rents range from \$175 to \$500, depending on number of bedrooms and proximity to campus.

Rooms and Roommates. A few rooms are available in private homes, and there are a few boarding houses in Eugene. Some students rent large apartments or houses, then rent out rooms or look for roommates. For many students, sharing a house or apartment is the only practical method of affording rent.

Finding a Place. Off-Campus Housing, an ASUO activity, offers a free referral service for all kinds of rental housing. This office has information about houses, apartments, studios, rooms, quads, temporary quarters, and cooperatives. A cooperative is a large house, usually from 10 to 25 rooms, which offers students room and board at a set quarterly rate. There are also lists of people looking for roommates. The information is kept on bulletin boards in the hall outside the Off-Campus 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*, and the *Eugene Register-Guard* carry classified advertisements of rentals. The latter is available in many public libraries. A look at the newspaper before arriving in Eugene will provide an idea of costs and where to look.

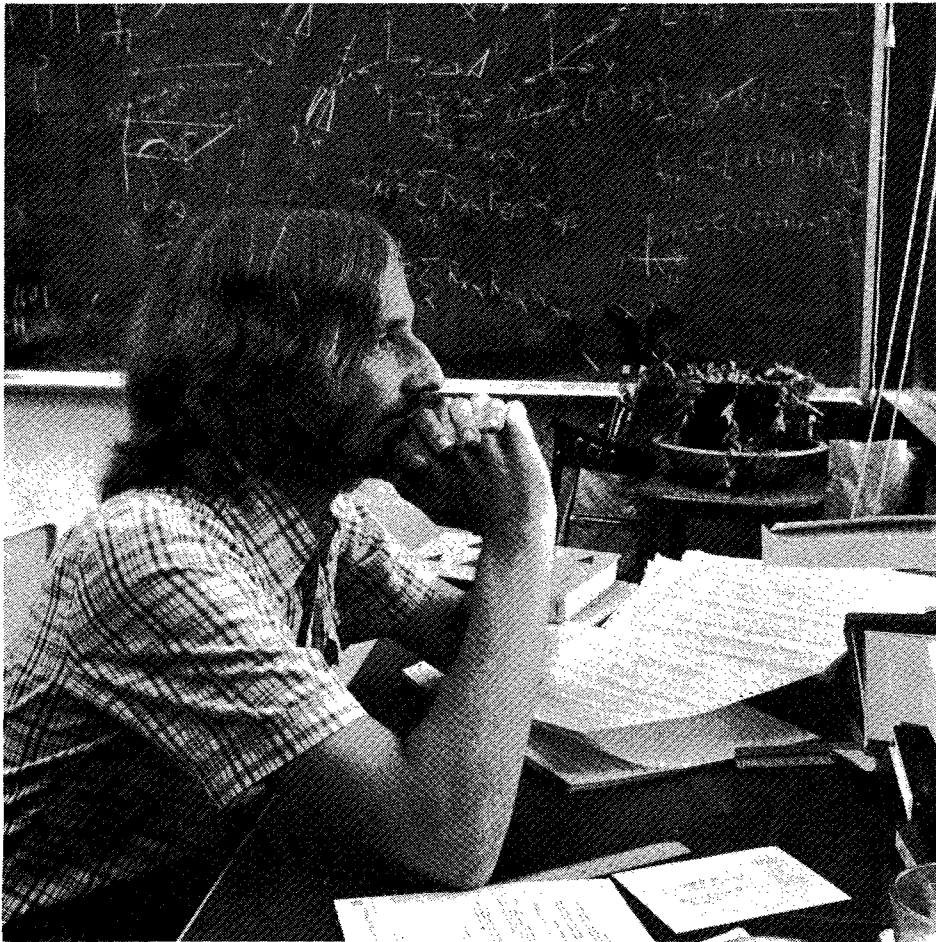
Many bulletin boards scattered around campus, in stores near the University, and in the Erb Memorial Union have information about available housing. Many real estate firms rent apartments and houses in the Eugene area. Also, two commercial rent-referral services operate in Eugene. For more information, inquire at 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 seven days late. The landlord can ask a tenant to move with 30 days' written notice, without giving any reason. A tenant can also move with a 30-day notice without giving a reason. However, this is true in month-to-month situations only. Students are advised to consider the implications of signing longer (up to one-year) leases, even though the current housing market has made this less necessary than in past years.

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

Deposits. Most landlords require a refundable deposit to cover damage, cleaning, and security. The amount has recently become somewhat negotiable. 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 and signed by both parties. It is very useful to have a condition report signed by both landlord and tenant at the time the rental agreement is signed, so that the condition of the unit and its contents is agreed upon at the outset. Condition reports are available at Off-Campus Housing. A handbook for renters—and landlords—contains explanations of the Oregon landlord-tenant laws as well as advice to tenants and model forms necessary to start a landlord-tenant relationship.

Inquire at the ASUO Off-Campus Housing office for further advice on deposits, written leases, inventory and condition reports, or any problem that may arise between student tenant and landlord.



Courses and Curricula

College of Arts and Sciences

College of Arts and Sciences

114 Friendly Hall
Telephone 686-3902

Robert M. Berdahl, Dean

Alison Baker, Associate Dean for Fiscal Affairs

Joseph Hynes, Associate Dean for Undergraduate Studies

Daniel Weill, Associate Dean for Academic Personnel

Marianne Nicols, Assistant to the Dean

The College of Arts and Sciences provides a sound general education for all students, wherever their eventual major emphases and professional interests may take them. Such a solid basic education is intended to prepare students not primarily for their individual careers but for an intelligent awareness of who they are, how they might spend their lives beneficially, how to distinguish long- from short-range aims and values, and how to judge and evaluate intelligently in spite of persistent and distracting social pressures. A truly liberating education puts students in touch with what Matthew Arnold called "the best that has been thought and said." Our well-founded conviction is that an introduction to the fundamentals of intellectual history and processes, together with an initiation into the methods and procedures followed by social scientists, scientists, and humanists, will enable students to exercise that kind of independent thinking and decision making that has always marked liberally educated persons. Edwin J. Delattre, President of St. John's College at Annapolis, believes there is no distinction between the university and the "real world." The College of Arts and Sciences goes further and insists that no world is more real than the one conceived of and imagined by the liberally developed mind.

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: arts and letters, social sciences, and sciences. 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 blueprint for their education. Thoughtful deliberation should be given to the types of courses outside the major which will complement and strengthen the major concentration. Faculty advisers in each department and program are available to help students build their academic programs; the Office of Academic Advising and Student Services 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 the Bachelor of Science degree must satisfy the mathematics requirement.

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 on the next few pages are intended to give advice to premajors inclined toward, 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 the junior and senior years on the major and on 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 Donald Clark Honors College and numerous interdisciplinary and special programs: Asian studies, classical archaeology, classical civilization, cognitive science, 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 dental hygiene, dentistry, engineering, medical technology, medicine, nuclear medical technology, nursing, pharmacy, and veterinary medicine are available through the science departments of the college. For information about these and other preparatory programs—in prelaw, library science, social work, and for the Master of Business Administration—see the Preparatory Programs section of this catalog; WICHE programs in physical and occupational therapy, optometry, and podiatry are also described in that section.

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

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

Honors and Scholarship Opportunities

Honors College

The College of Arts and Sciences provides administrative support for the Robert Donald Clark Honors College, which 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.

Baccalaureate Degrees with Honors

Departments in the college which offer a bachelor's degree with honors include anthropology, comparative literature, English, Germanic languages and literatures, history, mathematics, philosophy, physics, psychology, Russian, sociology, and speech. For specific requirements, see the departmental sections of this catalog.

Dean's List and Dean's Scholars

Each term undergraduates in the college who distinguish themselves scholastically are named to the Dean's List. Specific criteria for selection are given in the Honors section of this catalog. Students named to the Dean's List for the three consecutive terms of the regular academic year qualify as Dean's Scholars.

Honor Societies

Two national scholastic honoraries may be of particular interest to students in Arts and Sciences: Mortar Board and Phi Beta Kappa. Students are selected for Mortar Board on the bases of scholarship, leadership, and service. The University is the only institution in the Oregon State System of Higher Education with a chapter of Phi Beta Kappa, a liberal arts honorary and the oldest scholastic honor society in the nation. Membership details about these and other honoraries are available from the Office of Academic Advising and Student Services.

Fellowships and Scholarships

The college annually solicits and screens applicants for Rhodes, Marshall, and Mellon Fellowships. Numerous other scholarship opportunities are available through individual departments.

Sample Program: Arts and Letters*

Freshman Year

FALL (17 HOURS)

Writing 121

Foreign language (or literature) at appropriate level: 3 terms
History 101, 102, 103 History of Western Civilization: 3 terms

or

History 290, 291, 292 Foundations of East Asian Civilization; China, Past and Present; Japanese Society Past and Present: 3 terms

English 104, 105, 106 Introduction to Literature (Fiction, Drama, Poetry): 3 terms

or

English 107, 108, 109 World Literature: 3 terms

Mathematics or Computer or Natural Science: 3 courses, possibly a cluster

WINTER (16-17 HOURS)

Health requirement

SPRING (16-17 HOURS)

Writing 122

} Choose one sequence or cluster.

} Choose one sequence or cluster.

Sophomore Year

FALL (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 Introduction to Philosophy: Ethics, Theory of Knowledge, Metaphysics; Introduction to Philosophy of Religion: any three terms

Foreign language (or literature) at appropriate level: 3 terms

History 304, 305, 306 English History: 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 or Natural Science: 3-term sequence or cluster at appropriate level

} Choose one sequence or cluster.

} Choose one pair of sequences or of clusters.

* The B.S. degree requires 36 hours of science or of social science and satisfaction of the mathematics requirement.

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

Each degree in Arts and Sciences and in Business Administration requires at least one 3-term cluster in each of the three areas: arts and letters, social sciences, sciences.

Sample Program: Social Sciences*
Freshman Year

<p>FALL (16 HOURS)</p> <p>Writing 121</p> <p>Mathematics 101, 207, 208 College Algebra, Calculus for the Nonphysical Sciences: 3 terms</p> <p>or</p> <p>Computer and Information Science 121, 131, 133 Concepts of Computing, Introduction to Business Information Processing, Introduction to Numerical Computation: 3 terms</p> <p>Art History</p> <p>Literature</p> <p>Music</p> <p>Philosophy</p> <p>Telecommunication and Film</p> <p>Anthropology 107, 108, 109 Introduction to Archaeology, Introduction to Cultural Anthropology, Introduction to Language and Culture: 3 terms</p> <p>Economics 201, 202 Introductory Economic Analysis; one additional 300-level course: 3 terms</p> <p>Geography 103, 105 Landscape, Environment, and Culture; Urban Environment; one additional course numbered 201-208: 3 terms</p> <p>History 101, 102, 103 History of Western Civilization; 201, 202, 203 History of the United States; 290, 291, 292 History of East Asian Civilization; China, Past and Present; Japanese Society Past and Present: 3 terms</p> <p>Political Science 201, 203, 340 American Government, State and Local Government, Introduction to Public Policy: 3 terms</p> <p>Psychology 201, 214, 215, 216 Introduction to Psychology, Personality, Developmental Psychology, Social Psychology: 201 plus any 2 others</p> <p>Religious Studies 201, 202, 203 Great Religions of the World: 3 terms</p> <p>Sociology 201, 206, 211 Introduction to Sociology, Introduction to Social Psychology, Social Deviancy and Social Control: 3 terms</p> <p>or</p> <p>Sociology 201; two additional courses numbered 210, 212, 213, 215: 3 terms</p>	<p>WINTER (14-16 HOURS)</p> <p>Health requirement</p>	<p>SPRING (16 HOURS)</p> <p>Writing 122</p>
<p>←————→</p>		<p>←————→</p>
		<p>} Choose one 3-term sequence or cluster.</p>
<p>} Choose one 3-term sequence or cluster at introductory level.</p>		
		<p>} Choose two 3-term sequences or clusters, plus laboratories as indicated.</p>

Sophomore Year

<p>FALL (16-17 HOURS)</p> <p>Arts and Letters electives: 3 terms, possibly a cluster</p> <p>Mathematics 207, 208, 209 (if not completed earlier) Calculus for the Nonphysical Sciences: 3 terms</p> <p>or</p> <p>Computer and Information Science 201, 202, 203 Introduction to Computer Science: 3 terms</p> <p>Anthropology</p> <p>Economics</p> <p>Geography</p> <p>History</p> <p>Linguistics 290, 311</p> <p>Political Science</p> <p>Psychology</p> <p>Religious Studies</p> <p>Sociology</p> <p>Natural Science: 3 appropriate courses</p>	<p>WINTER (16-17 HOURS)</p>	<p>SPRING (16-17 HOURS)</p>
<p>←————→</p>		
		<p>} Choose one 3-term sequence or cluster.</p>
<p>} Choose two additional introductory sequences or clusters, or any six courses, from the freshman-year listings or at an advanced level of disciplines already begun. The six courses should be coordinated with the two sequences or clusters of social science courses taken in the freshman year.</p>		

* The B.S. degree requires 36 hours of science or of social science, and satisfaction of the mathematics requirement. The B.A. degree requires two years of a foreign language and a total of at least 36 hours in language and literature. Each degree in Arts and Sciences and in Business Administration requires at least one 3-term cluster in each of the three areas: arts and letters, social sciences, sciences.

Sample Program: Sciences*
Freshman Year

FALL (17-20 HOURS)

Writing 121

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, Human 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 3 terms

Chemistry 104, 105, 106 General Chemistry: 3 terms

Chemistry 107, 108, 109 Introductory Chemistry Laboratory: 3 terms

Computer and Information Science 121, 133, 201 and 203 Concepts of Computing, Introduction to Numerical Computation, 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 Introductory Physics Laboratory: 3 terms

WINTER (15-20 HOURS)

Health requirement

SPRING (17-20 HOURS)

Writing 122

Choose one 3-term sequence or cluster at introductory level.

Choose two 3-term sequences, or clusters, plus laboratories as indicated.

Sophomore Year

FALL (16-19 HOURS)

Social Science electives: 3 terms, possibly a cluster

Social Science sequence or cluster: 3 terms at introductory level

Arts and Letters: 3 terms, possibly a cluster

Biology

Chemistry

Computer and Information Science

Geology

Physics

WINTER (16-19 HOURS)

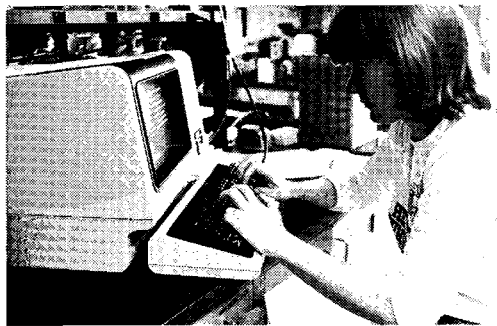
Choose two additional introductory sequences or clusters (plus appropriate laboratories), or any six courses, from the freshman-year listings or at an advanced level of disciplines already begun. The six courses should be coordinated with the two sequences or clusters of science courses taken in the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

SPRING (16-19 HOURS)

* The B.S. degree requires 36 hours of science or of social science and satisfaction of the mathematics requirement.

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

Each degree in Arts and Sciences and in Business Administration requires at least one 3-term cluster in each of the three areas: arts and letters, social sciences, sciences.



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) Essential Considerations in Architecture and Design Synthesis

Interior Architecture: IArc 224 Survey of Interior Design

Landscape Architecture: LA 225 Introduction to Landscape Architecture

Planning, Public Policy, and Management: URP 350 Survey of Urban and Regional Planning

Art Education: ArE 320 Art in the Schools

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

Fine and Applied Arts: Art 291, 295, 297 Drawing, Basic Design, Drawing and Modeling; ArtC 255 Ceramics; ArtJ 257 Metalsmithing and Jewelry; ArtP 290, 292 Painting, Water Color; ArtS 293 Elementary Sculpture; ArtW 256 Weaving.

All departments of the school advise students to experience a studio art course (Art 291 Drawing 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 have special advising sessions each term, to which all students are welcome.

Owing to the diversity of offerings in the school, students can select a wide range of study programs in their first two years. The following course listings are samples. Courses may not be available every year or during the term 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; Planning, Public Policy, and Management)

Freshman Year

FALL (14-16 HOURS)		WINTER (14-16 HOURS)		SPRING (14-16 HOURS)
Writing 121 Art History: Survey of the Visual Arts ArH 201 Spatial Arts Science or Mathematics or Computer Science IArc 224 Survey of Interior Design Art 291 Drawing**	←————→	Writing 122 ArH 202 Two-Dimensional Arts LA 225 Introduction to Landscape Architecture Art 295 Basic Design**	←————→	HES 211 Community Health ArH 203 Plastic Arts Elective 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 Social Science or Arts and Letters sequence or cluster: 3 terms* Additional three courses in any basic Group Requirement area* Additional Fine and Applied Arts studio electives; e.g.: ArtP 292 Water Color	←————→	URP 350 Survey of Urban and Regional Planning ArtP 381 Water Color	←————→	Arch 451(G) Essential Considerations in Architecture and Design Synthesis Elective

II. Sample Program for Interest in Art (Art Education, Art History, Fine and Applied Arts)

Freshman Year

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

Sophomore Year

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

* The B.S. degree requires 36 hours of science or of social science and satisfaction of the mathematics requirement.

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

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

** Or another 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)

Writing 121
BE 125 Environment of Business

or

Mgmt 101 Introduction to Management
Arts and Letters cluster: 3 terms**

Social Science sequence or cluster: 3 terms (preferably sociology, psychology, or anthropology)**

Mathematics 100, 101, 207, 208, 209: one or more terms beginning at appropriate level**

Electives (where schedule allows)**

WINTER (15-19 HOURS)

Health requirement
RhCm 121 or 122

SPRING (16-19 HOURS)

Writing 122
Elective**

Sophomore Year

FALL (13-19 HOURS)

Mathematics 207, 208, 209 for science cluster**

Economics 201, 202, 375: 3-term cluster**

BE 226 Introduction to Law

Science: 3 terms, possibly a cluster**

Arts and Letters: 3 terms, possibly a cluster**

WINTER (13-19 HOURS)

Actg 221 Introduction to Accounting

Actg 260 Managerial Accounting (one term)

SPRING (13-19 HOURS)

DSc 230 Introduction to Business Statistics

* 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 requires 36 hours of science or of social science and satisfaction of the mathematics requirement.

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

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

Sample Program in Leisure Studies and Services (LSS)

Freshman Year

FALL (17 HOURS)

Writing 121
Science: 3 terms*
Arts and Letters: 3 terms*
RPM 150 Leisure in Society
Physical Education

Social Science: 3 terms*

WINTER (16 HOURS)

HES 250 Personal Health
RPM 290 Camp Counseling
Sociology 201 Introduction to Sociology**

SPRING (16 HOURS)

Writing 122
Psychology 201 Introduction to Psychology**

Sophomore Year

FALL (13-15 HOURS)

Complete 36-hour requirement*
Group Processes: RhCm 123, 124, 323, or 432: one term**
Electives (at least 17 hours spread over 2 terms)*

WINTER (13-15 HOURS)

RPM 251 Professional Foundations
of Recreation

SPRING (12 HOURS RPM; 3 hours elective)

RPM Block Program: By the end of winter term, sophomore year, in order to qualify for the Block Program, the LSS 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 LSS adviser in the freshman year or early in the sophomore year.

* The B.S. degree requires 36 hours of science or of social science and satisfaction of the mathematics requirement.

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

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

** May be part of a 3-course cluster.

Sample Program for Possible Majors in Music

Freshman Year

<p>FALL (17 HOURS)</p> <p>Writing 121</p> <p>Foreign language at appropriate level: 3 terms*</p> <p>Social Science sequence or cluster: 3 terms at introductory level*</p> <p>Music 111, 112, 113 Musicianship I: 3 terms</p> <p>Music 201, 202, 203 Introduction to Music and Its Literature: 3 terms</p>	<p>←————→</p>	<p>WINTER (15-17 HOURS)</p> <p>Health requirement</p>	<p>←————→</p>	<p>SPRING (17 HOURS)</p> <p>Writing 122</p>
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Sophomore Year

<p>FALL (16 HOURS)</p> <p>Foreign language at appropriate level: 3 terms*</p> <p>Music 221, 222, 223 Musicianship II: 3 terms</p> <p>Music 224, 225, 226 Analysis: 3 terms</p> <p>Music Performance or Ensembles: 3 terms</p> <p>Science or Mathematics sequence or cluster: 3 terms at introductory level*</p> <p>Art History 204, 205, 206 History of Western Art: 3 terms</p> <p>or</p> <p>English 107, 108, 109 World Literature: 3 terms</p>	<p>Choose one sequence or cluster.</p>	<p>WINTER (16 HOURS)</p>	<p>SPRING (16 HOURS)</p>
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* The B.A. in Music requires two years of a foreign language—French, German, or Italian—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 and satisfaction of the mathematics requirement.

Each degree in Music requires at least one 3-term cluster 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

Resident Faculty

Henry M. Alley, Ph.D., Assistant Professor (creative writing, 19th-century British fiction). B.A., 1967, Stanford; M.F.A., 1969, Ph.D., 1971, Cornell.

Frances B. Cogan, Ph.D., Assistant Professor (Victorian, 19th-century literature). B.A., 1969, M.A. 1970, Ph.D., 1981, Oregon.

John F. Cornell, Ph.D., Assistant Professor (history of science). B.A., 1975, M.A., 1977, McGill; Ph.D., 1981, Chicago.

Departmental Faculty

Brian H. Baker, Ph.D., Professor of Geology

Peter Bergquist, Ph.D., Professor of Music

Sidney A. Bernhard, Ph.D., Professor of Chemistry

Virgil C. Boekelheide, Ph.D., Professor of Chemistry

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

Thomas A. Brady, Jr., Ph.D., Professor of History

Chet A. Bowers, Ph.D., Professor of Teacher Education

Janet W. Descutner, M.A., Associate Professor of Dance

Myron A. Grove, Ph.D., Professor of Economics

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

Esther Jacobson, Ph.D., Associate Professor of Art History

William M. Kantor, Ph.D., Professor of Mathematics

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

Steven Keele, Ph.D., Professor of Psychology

Hee-Jin Kim, Ph.D., Associate Professor of Religious Studies

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

Stoddard Malarkey, Ph.D., Professor of English

Alexander R. McBirney, Ph.D., Professor of Geology

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

Kenneth R. O'Connell, Ph.D., Associate Professor of Fine and Applied Arts

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

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

Mary K. Rothbart, Ph.D., Associate Professor of Psychology

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

Charles W. Rusch, M.Arch., Professor of Architecture

Norman M. Savage, Ph.D., Professor of Geology

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

James A. Simmons, Ph.D., Professor of Biology

Paul E. Simonds, Ph.D., Professor of Anthropology

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

George Streisinger, Ph.D., Professor of Biology

Donald Swinehart, Ph.D., Professor of Chemistry

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

Alden L. Toews, Ph.D., Associate Professor of Economics

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

Catherine W. Wilson, Ph.D., Assistant Professor of Philosophy

Alan S. Wolfe, M.A., Assistant Professor of East Asian Languages and Literatures

Departmental Advisers

Anthropology, Vernon R. Dorjahn

Architecture, Michael D. Utsey

Asian Studies, Stephen Kohl

Biology, Franklin W. Stahl

Business Administration, Donald E. Lytle

Chemistry, John F. W. Keana

Classics, Steven D. Lowenstam

Comparative Literature, Irving N. Wohlfarth

Computer Science, David G. Moursund

East Asian Languages, Stephen W. Kohl

Economics, Stephen E. Haynes

Education, Robert A. Sylwester

English, Richard C. Stevenson

Fine and Applied Arts, David G. Foster and Robert C. James

General Science, Mary L. Fulton

Geography, Carl L. Johannessen

Geology, Gordon G. Goles

German, Peter B. Gontrum

History, Stanley A. Pierson

Humanities, Steven D. Lowenstam

International Studies, Clarence E. Thurber

Journalism, J. Marc Abrams

Linguistics, Russell S. Tomlin

Mathematics, Richard M. Koch

Music, Robert M. Trotter, Richard Trombley,

John C. McManus, Robert I. Hurwitz

Philosophy, Catherine W. Wilson

Physics, Michael J. Moravcsik

Political Science, Velma K. Mullaley

Psychology, Peter W. Jusczyk and Daniel P. Kimble

Religious Studies, Hee-Jin Kim

Romance Languages: French, Richard H. Desroches; Spanish, Perry J. Powers; Italian, Emmanuel Hatzantonis

Russian and East European Studies, Frum Yurevich

Sociology, Jean Stockard

Speech: Rhetoric and Communication, Charley A. Leistner and Dominic A. LaRusso; Telecommunication and Film, Ronald E. Sherriffs; Theater, Grant F. McKernie

Pre dentistry, James A. Weston

Prelaw, Marilyn M. Bradetich

Premedicine, William E. Bradshaw

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 resident and departmental 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 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 humanities or social sciences, 40

percent in sciences, and 20 percent 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 College students participate in a wide range of campus and community activities: student and University government and committees; the student newspaper, the *Oregon Daily Emerald*; University Theatre; the Honors College 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 128-K microcomputer with color monitor, printer, and two disk drives 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 University 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 College History. An examination, through close study of secondary and source materials, of institutions and ideas that have shaped the modern world.

(2) Honors College 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 illustration of mathematical thought and application of mathematics to contemporary problems; emphasizes vigorous mathematical thinking; or
(b) Calculus: a special section of Mth 201, 202, 203 open to Honors College students; or
(c) Approved courses, for example, Calculus for the Nonphysical Sciences, or computer science.

(4) Science. Approved courses, for example,
(a) General Chemistry: first-year college chemistry for selected students with excellent backgrounds in high school chemistry, mathematics, and physics; or
(b) Introduction to Experimental Psychology (Honors College): 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; or
(d) Other approved courses in anthropology, biology, geology, linguistics, or physics.

(5) Humanities, Arts and Letters.

(a) Honors College Arts and Letters: selected topics dealing with major writers, artists, and composers; or
(b) Introduction to Visual Inquiry: processes of visual thinking, realization of visual models, and methods of visual inquiry.

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

(a) Honors College Social Science: 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) Introductory Micro- and Macroeconomics (Honors College); 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, evolution and human behavior, the far right in recent American history, comic morality in literature.

(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 College 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 (one course or a waiver exam).

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

Entering the Honors College

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

Application Procedure

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

A complete application consists 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 previous education, 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) Freshmen should forward a copy of the high school grade transcript and results of all College Board SAT or ACT scores to the Honors College.

Transfer students should also forward to the Honors College a copy of the college transcript to date.

Students who have attended another higher education institution, or who are currently enrolled in the University but not in the Honors College, may apply for admission if they

- (a) have a sound academic record in substantive courses of study;
- (b) have faculty sponsorship in the form of two good letters of recommendation from professors who can speak pointedly to the applicant's qualities;
- (c) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Applications and questions concerning the Honors College may be addressed to:

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

Courses Offered

HC 101, 102, 103. Honors College 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. History (Honors College). 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 faculty.

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. Architecture and allied arts faculty.

Mth 190, 191, 192. Topics in Modern Mathematics (Honors College). 4 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 of mathematics. Prerequisites: high school trigonometry and a high placement score; or Mth 115 or Mth 102.

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 in more detail, for science majors, Honors College students, and others with backgrounds in chemistry, physics, and mathematics. Geology faculty.

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. 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.

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. Psychology 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. 2 credit hours. Supports early work on the senior thesis or independent scholar project. Resident 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 Program

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

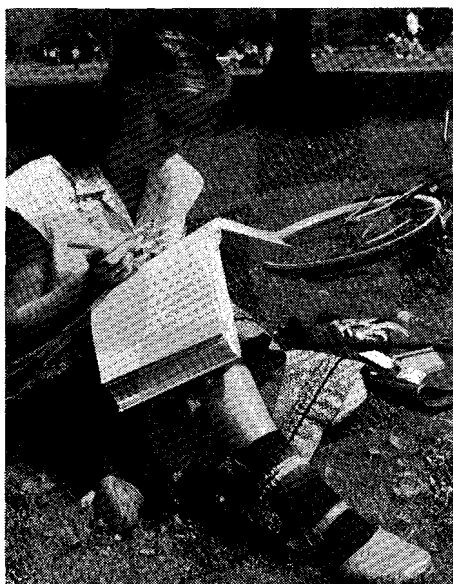
pursue extended scholarly studies in an area not represented within established academic disciplines.

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 a faculty committee, 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, Japanese prehistory). B.A., 1960, Utah; M.A., 1962, Ph.D., 1966, Chicago.

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

Homer G. Barnett, Ph.D., Professor Emeritus (cultural change). A.B., 1927, Stanford; Ph.D., 1938, California, Berkeley.

Aletta A. Biersack, Ph.D., Assistant Professor (symbolic anthropology, New Guinea). B.A., 1965, M.A., 1969, 1972, Ph.D., 1980, Michigan. On leave 1983-84.

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

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

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

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

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

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

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

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

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

Philip 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 offers broad comparative perspectives on non-Western and Third World cultures.

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

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

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

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

Baccalaureate Requirements

The department offers work leading to the Bachelor of Arts and the Bachelor of Science. Major requirements are the same for both. (Differences between the two degrees are explained on page 22.)

Cluster Requirement. Since fall 1982, students entering the University with 29 credit hours or fewer must satisfy the "cluster requirement" for graduation. They must complete a group of courses specifically designated as a cluster in each of three areas: arts and letters, sciences, and social sciences. Students should consult their advisers when selecting courses to meet the cluster requirements (for details, see pp. 19-21).

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 300-499 level

Of the 45 credit hours required in anthropology, 36 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, 414, 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 300-499 level.

Honors

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

A student will be approved for graduation with honors who (1) maintains a 4.00 GPA in anthropology and a 3.50 overall GPA; or (2) maintains at least a 3.75 GPA in anthropology, 3.50 overall GPA, and submits an acceptable honors thesis written under the guidance of a departmental faculty member serving as thesis adviser.

Proposed Minor

The Department of Anthropology hopes to receive permission to offer a formal minor beginning in September 1983. The program is intended to complement the student's major and will be individually tailored to student needs, in consultation with an anthropology adviser, within the following guidelines.

A minor in anthropology must take:

(1) 6 credit hours in introductory anthropology at the 100-299 level. Special Studies (Anth 199) does not qualify.

(2) 18 credit hours in upper-division courses (300-499 level) in archaeology, physical anthropology, or sociocultural anthropology.

Of the 24 credit hours required in anthropology, 18 hours must be graded and no more than 3 hours with the grade of D may be counted.

Secondary School Teaching

The department offers work for preparation to teach the social studies in public secondary schools. For specific information, students should consult the departmental adviser for teacher education and inquire at the Secondary Education office 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

Each master's degree requires 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 foreign language training, and who can demonstrate evidence of a sincere interest in the field. It normally takes two years to complete the program.

Ph.D. Requirements

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

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

The department also requires competence in two modern foreign languages or in two special skills approved by the department faculty. The student's progress is determined by performance in the master's examinations, course work and research papers, in a comprehensive examination on three special fields of concentration within anthropology, and finally 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, see the Graduate School section of this catalog. 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*, available at the Office of the Registrar, or inquire at the department 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. 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. Aikens, Ayres, Dumond.

Anth 108. Introduction to Cultural Anthropology. 3 credit hours. Organization and functioning of society and culture. Two lectures, one discussion. 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 varies from term to term but draws from various aspects of human and primate evolution, anatomy, and ethology. May be repeated for credit with instructor's consent.

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. Prerequisite: Anth 104, Bi 102, Bi 222, or instructor's consent.

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 instructor's consent.

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 instructor's consent.

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 instructor's consent.

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 instructor's consent.

Anth 318. Native Central Americans. 3 credit hours. Contact period and contemporary ethnography of native peoples; ecological adaptation, socio-economic organization, culture change. Prerequisite: 9 credit hours in social science or instructor's consent. 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 instructor's consent. 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 instructor's consent. 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 instructor's consent. 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 instructor's consent. 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, 327, 328. Peoples of Africa. 3 credit hours each term. 326: United States interests in Africa; an overview of African prehistory, history, geography, language, and ethnic groups. 327: Culture, history, and ethnology of contemporary African peoples in central and east Africa, including Ethiopia. 328: 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 instructor's consent. 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, 339, 340. Peoples of Southern and Eastern Asia. 3 credit hours each term. 338: The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. 339: A survey of the Chinese cultural sphere, primarily the institutions of traditional China, with some reference to modern developments. 340: Emphasis on continuity and change in the history of the area. Prerequisite: 9 credit hours in social science or instructor's consent. Stern.

Anth 341, 342, 343. 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 instructor's consent. Not offered 1983-84.

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. Cultural 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 instructor's consent.

Anth 401. Research. Credit hours to be arranged.

Anth 403. Thesis. Credit hours to be arranged. P/N only.

Anth 405. Reading and Conference. Credit hours to be arranged. P/N only.

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. P/N only.

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 instructor's consent. Ayres.

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

Anth 414. Race, Culture, and Sociobiology. (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 instructor's consent. Moreno-Black, P. Simonds.

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 instructor's consent.

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 instructor's consent. Chaney.

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 instructor's consent. 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 between these methods and 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 instructor's consent. Young.

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

Anth 446. Art Among Primitives. (G) 3 credit hours. Aesthetic expression among primitive peoples. Prerequisite: 3 credit hours in cultural anthropology or instructor's consent. 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 instructor's consent. Chaney.

Anth 450, 451, 452. 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 instructor's consent. Chaney.

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 instructor's consent. 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 instructor's consent. 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 instructor's consent. 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 instructor's consent.

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: instructor's consent. Not offered 1983-84.

Anth 466. Tabletop Archaeology. (G) 3 credit hours. Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prerequisites: 9 credit hours in archaeology or prehistory and instructor's consent. Aikens. Not offered 1983-84.

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, 9 hours of upper-division archaeology or prehistory or instructor's consent. Aikens, Ayres.

Anth 470. Human Population Genetics. (G) 3 credit hours. Theoretical and mathematical models in population genetics and their applicability to human populations. Requires the use of algebra and some differential calculus; presumes an understanding of elementary genetics. Prerequisite: instructor's consent. 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. Corequisite: Anth 322.

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 instructor's consent. 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 instructor's consent. Moreno-Black.

Anth 477. Primate Systematics and Taxonomy. (G) 3 credit hours. Development of taxonomy, methods and principles of evolutionary classification; numerical phonetics and taxonomic theory; primate and hominid classification. Prerequisite: Anth 320, Anth 321 or instructor's consent. 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 laboratories. Prerequisite: instructor's consent. 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 instructor's consent. Lukacs, P. Simonds.

Anth 480. Paleocology and Human Evolution. (G) 3 credit hours. Considers relationship between ecology and comparative morphology as basis for theories of hominid phylogeny. Analysis of methods of paleoecological inference with emphasis on geological and paleontological data; current theories of hominid origins and phylogeny. Prerequisite: Anth 321 or instructor's consent. Lukacs.

Graduate Courses

Anth 501. Research. Credit hours to be arranged.

Anth 503. Thesis. Credit hours to be arranged. P/N only.

Anth 505. Reading and Conference. Credit hours to be arranged. P/N only.

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. P/N only.

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 instructor's consent.

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 laboratories. Prerequisite: Anth 476, Bi 391, Bi 392, or instructor's consent. 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. Prerequisite: instructor's consent.

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 biocultural interaction in hominid dental evolution. Prerequisite: instructor's consent. 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: graduate standing in anthropology or instructor's consent. 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 instructor's consent. 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 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. Prerequisites: graduate standing and instructor's consent; previous course work in a physical science strongly recommended. Offered infrequently; not offered 1983-84.

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 degree candidates in anthropology with a grounding in anthropological linguistics. Prerequisites: Ling 421 or equivalent and instructor's consent.

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. 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(G), EdPM 569, or instructor's consent. 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, Anth 415, or instructor's consent. 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 and instructor's consent. P. Simonds.

Anth 590. Sociocultural Guidance. 4 credit hours. Provides master's degree candidates in anthropology with grounding in sociocultural anthropology. Intensive survey and review of major subdivisions of the field—theoretical foundations and approaches, social organization, economic and political anthropology, religion, expressive arts, sociocultural change—with emphasis on current issues and continuing research. Not open to students in other disciplines without some background in cultural anthropology.



Art History

For art history courses that satisfy the arts and letters group requirement, see the Sample Programs, pages 35-40, and the Department of Art History in the School of Architecture and Allied Arts.

Asian Studies

308 Friendly Hall
Telephone 686-4005

Program Committee

Joseph W. Esherick, Ph.D., History, Cochair
Ellen Johnston Laing, Ph.D., Art History, Cochair
C. Melvin Aikens, Ph.D., Anthropology
William S. Ayres, Ph.D., Anthropology
G. Ralph Falconeri, Ph.D., History
Michael B. Fish, Ph.D., Chinese
Gerald W. Fry, Ph.D., Political Science and International Studies
Esther Jacobson, Ph.D., Art History
Angela Jung, Ph.D., Chinese
Hee-Jin Kim, Ph.D., Religious Studies
Richard C. Kraus, Ph.D., Political Science
Stephen W. Kohl, Ph.D., Japanese
Wen-Kai Kung, Ph.D., Library
Yoko M. McClain, M.A., Japanese
David Milton, Ph.D., Sociology
Barry J. Naughton, Ph.D., Economics
Alan S. Wolfe, M.A., Japanese
Lucia Yang, Ph.D., 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.

Preparation. Students planning a major in Asian studies should include in their high school curriculum any available courses on world history and culture, and they should take a foreign language—both to use in later studies and to acquire the learning skills for application to Chinese or Japanese.

Transfer students planning to major in Asian studies should also try to accumulate social science and language background, and particularly to have completed as many courses applicable to the University of Oregon's general requirements for the B.A. degree as possible. Again, an introduction to world cultures and language study serve well to prepare students for course work in Asian studies.

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

Requirements

Students majoring in Asian studies must complete two years (30 credit hours) 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 to be taken.)

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

(1) 9 credit hours from one of the major history sequences: East Asia in Modern Times (Hst 391, 392, 393); History of China (Hst 494, 495, 496); History of Japan (Hst 497, 498, 499).

(2) 18 credit hours from among the following: Peoples of South, East, and Southeast Asia (Anth 338, 339, 340); History of Oriental Art (ArH 207, 208, 209); Introduction to Japanese Literature (Jpn 301, 302, 303); Early, Medieval, Late Traditional, and Twentieth-Century Chinese Literature (Chn 301, 302, 303, 304); 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:

Anthropology. South and East Asian Prehistory (Anth 412).

Architecture. Settlement Patterns (Arch 433).

Art History. Chinese Art (ArH 464, 465, 466); Seminar: Early Chinese Painting, Ming Painting, Ch'ing Painting, Japanese Art, Indian Art, Himalayan Art, Eurasian Bronze Age Art (ArH 407).

Chinese. Chinese Composition and Conversation (Chn 330, 331, 332); Contemporary Chinese (Chn 414, 415, 416); 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. Seminar: Structure of the Japanese Economy (Ec 407); Experimental Course: Economy of China (Ec 410).

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. Japanese Composition and Conversation (Jpn 327, 328, 329); Contemporary Japanese (Jpn 411, 412, 413); Advanced Readings in Modern Japanese Literature (Jpn 417, 418, 419); Literary Japanese (Jpn 426, 427, 428); Japanese Poetry (Jpn 433, 434, 435); Japanese Bibliography (Jpn 450).

Political Science. Government and Politics of Far East: China (PS 370); Seminar: Chinese Foreign Policy (PS 407); Seminar: East Asia and World Politics (PS 407).

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 430); Readings In Zen Classics (R 431).

Honors

See Honors College, pages 41-43.

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 take appropriate courses without graduate credit.

Prior to registration, the Asian Studies Committee will assign each student an adviser to assist 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 are thesis hours. 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 are the courses currently approved for inclusion in the Asian studies graduate 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.

Anthropology. South and East Asian Prehistory (Anth 412).

Architecture. Settlement Patterns (Arch 433).

Art History. Seminar: Chinese Art, Early Chinese Painting, Ming Painting, Ch'ing Painting, Japanese Art, Indian Art, Himalayan

Art, Eurasian Bronze Age Art (ArH 407, 507); Chinese Art (ArH 464, 465, 466).

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); Literary Chinese (Chn 436, 437, 438); History of the Chinese Language (Chn 440); Chinese Morphology and Syntax (Chn 442); Semantic Structure of Chinese (Chn 443); Chinese Bibliography (Chn 453); Applied Chinese Phonetics (Chn 441).

Economics. Experimental Course: Economy of China (Ec 410).

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: Japan, Modern Sino-Japanese Relations, East Asian Historiography (Hst 507); Colloquium: Imperialism in China, Feudalism in East Asia (Hst 508).

Interdisciplinary Studies. Seminar: Asian Studies (Ist 507).

Japanese. Reading and Conference (Jpn 405); Seminar: Japanese Literature (Jpn 407); Contemporary Japanese (Jpn 411, 412, 413); Advanced Readings in Modern Japanese Literature (Jpn 417, 418, 419); Literary Japanese (Jpn 426, 427, 428); Japanese Poetry (Jpn 433, 434, 435); Japanese Bibliography (Jpn 450).

Political Science. Seminar: Chinese Foreign Policy (PS 407); Seminar: East Asia and World Politics (PS 407).

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

Biology

75A 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.

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

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

Roderick A. Capaldi, Ph.D., Professor (membrane structure and function); Member, Institute of Molecular Biology. B.S., 1967, London; Ph.D., 1970, York.

George C. Carroll, Ph.D., Professor (fungal ecology, microbiology of coniferous forest canopy). B.A., 1962, Swarthmore; Ph.D., 1966, Texas.

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

Clarence W. Clancy, Ph.D., Professor Emeritus (developmental genetics). B.S., 1930, M.S., 1932, Illinois; Ph.D., 1940, Stanford.

Stanton A. Cook, Ph.D., Professor (ecology, evolution). B.A., 1951, Harvard; Ph.D., 1960, California, Berkeley.

Russell D. Fernald, Ph.D., Associate Professor (neuroethology of visual communication). B.S., 1963, Swarthmore; Ph.D., 1968, Pennsylvania. On leave 1983-84.

Peter W. Frank, Ph.D., Professor (population ecology). B.A., 1944, Earlham; Ph.D., 1951, Chicago.

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

Jane Gray, Ph.D., Professor (paleobotany, palynology). B.A., 1951, Radcliffe; Ph.D., 1958, California, Berkeley.

Donald R. Hague, Ph.D., Associate Professor (molecular aspects of plant development and function). B.S., 1953, Franklin and Marshall; Ph.D., 1966, Oregon. On leave fall 1983 and winter 1984.

Patricia Jean Harris, Ph.D., Adjunct Professor (fine structure and immunofluorescence studies of the cell cycle). B.S., 1954, California, Berkeley; M.S., 1958, Yale; Ph.D., 1962, California, Berkeley.

Evelyn Searle Hess, B.S., Instructor (plant propagation and culture). B.S., 1966, Oregon.

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

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

James Kezer, Ph.D., Professor Emeritus (chromosome structure and function). B.A., 1930, Iowa; M.S., 1937, Ph.D., 1948, Cornell.

Charles B. Kimmel, Ph.D., Associate Professor (developmental biology). B.A., 1962, Swarthmore; Ph.D., 1966, Johns Hopkins. On leave 1983-84.

M. Charlene Larison, M.S., Senior Instructor. B.S., 1963, Washington State; M.S., 1967, Oregon.

Bayard H. McConnaughey, Ph.D., Professor (invertebrate zoology, marine biology). B.A., 1938, Pomona; M.A., 1941, Hawaii; Ph.D., 1948, California, Berkeley.

Michael Menaker, Ph.D., Professor (photoreception, reproduction, circadian rhythms in vertebrates); Director, Institute of Neuroscience. B.A., 1955, Swarthmore; Ph.D., 1960, Princeton.

Robert W. Morris, Ph.D., Professor Emeritus (biology of fishes). A.B., 1942, Wichita State; M.S., 1948, Oregon State; Ph.D., 1954, Stanford.

Frederick W. Munz, Ph.D., Professor (visual physiology). B.A., 1950, Pomona; M.A., 1952, Ph.D., 1958, California, Los Angeles.

Gordon J. Murphy, M.S., Senior Instructor; Assistant to Department Head. B.S., 1953, M.S., 1958, Oregon State.



- Aaron Novick, Ph.D., Professor (cellular control mechanisms). B.S., 1940, Ph.D., 1943, Chicago.
- Edward Novitski, Ph.D., Professor (genetics of higher organisms). B.S., 1938, Purdue; Ph.D., 1942, California Institute of Technology.
- John H. Postlethwait, Ph.D., Professor (genetic and endocrine regulation of development). B.S., 1966, Purdue; Ph.D., 1970, Case Western Reserve.
- Paul P. Rudy, Ph.D., Professor (estuarine ecology, physiology of salt and water balance); Director, Oregon Institute of Marine Biology. B.A., 1955, M.A., 1959, Ph.D., 1966, California, Davis.
- Eric Schabtach, B.S., Senior Instructor (development and application of new techniques in biological ultrastructural investigations); Director, Electron Microscope Facility. B.S., 1963, McGill.
- Bradley T. Scheer, Ph.D., Professor Emeritus (hormonal control of molting and metabolism in crustaceans, ionic regulation, membrane transport). B.S., 1936, California Institute of Technology; Ph.D., 1940, California, Berkeley.
- James A. Simmons, Ph.D., Professor (neuroethology of echolocation in bats). A.B., 1965, Lafayette; M.A., Ph.D., 1969, Princeton.
- William R. Siström, Ph.D., Professor (bacterial physiology). A.B., 1950, Harvard; Ph.D., 1954, California, Berkeley.
- Arnold L. Soderwall, Ph.D., Professor Emeritus (aging and reproduction of rodents). B.A., 1936, Linfield; M.A., 1938, Illinois; Ph.D., 1941, Brown.
- George F. Sprague, Jr., Ph.D., Assistant Professor (genetic regulatory mechanisms in yeast). B.S., 1969, North Carolina State; Ph.D., 1977, Yale.
- Karen Sprague, Ph.D., Associate Professor (control of gene expression in eukaryotes); Member, Institute of Molecular Biology. B.A., 1964, Bryn Mawr; Ph.D., 1970, Yale.
- Franklin W. Stahl, Ph.D., Professor (molecular genetics); Member, Institute of Molecular Biology. A.B., 1951, Harvard; Ph.D., 1956, Rochester.
- George Streisinger, Ph.D., Professor (genetic control and development of nervous systems); Member, Institute of Molecular Biology. B.S., 1950, Cornell; Ph.D., 1954, Illinois.
- Sanford S. Tepfer, Ph.D., Professor (plant meristems, floral development). B.S., 1938, City College, New York; M.S., 1939, Cornell; Ph.D., 1950, California, Berkeley.
- Nora B. Terwilliger, Ph.D., Adjunct Assistant Professor. B.S., 1963, Vermont; M.S., 1965, Wisconsin, Madison; Ph.D., 1981, Oregon.
- Robert C. Terwilliger, Ph.D., Professor (comparative physiology and biochemistry); Associate Director, Oregon Institute of Marine Biology. B.A., 1962, Bowdoin; M.A., 1964, Ph.D., 1967, Boston. On leave 1983-84.
- Daniel Udovic, Ph.D., Associate Professor (population biology, mathematical ecology). B.A., 1970, Texas; Ph.D., 1973, Cornell.
- Daniel H. Varoujean, Ph.D., Adjunct Assistant Professor (marine vertebrate ecology, feeding and breeding ecology). B.A., 1969, California State, Fresno; M.A., 1972, Moss Landing Marine Laboratory (C.S.U.F.); Ph.D., 1980, California, Davis.
- Steven R. Vigna, Ph.D., Assistant Professor (comparative endocrinology). B.S., 1971, Ph.D., 1977, Washington.
- David H. Wagner, Ph.D., Associate Professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes); Director and Curator of Herbarium. B.A., 1968, Puget Sound; M.S., 1974, Ph.D., 1976, Washington State.
- Monte Westerfield, Ph.D., Assistant Professor (development of the nervous system). A.B., 1973, Princeton; Ph.D., 1977, Duke.
- James A. Weston, Ph.D., Professor (developmental biology). B.A., 1958, Cornell; Ph.D., 1963, Yale. On leave 1983-84.
- Donald E. Wimber, Ph.D., Professor (structure of chromosomes, localization of gene function, cytogenetics of orchids). B.A., 1952, San Diego State; M.A., 1954, Ph.D., 1956, Claremont.
- Herbert P. Wisner, M.A., Senior Instructor (breeding biology, distribution of birds). B.A., 1949, M.A., 1950, Syracuse.
- Special Staff**
- Ruth A. Bremiller, M.S., Senior Instructor. B.S., 1950, Western Maryland; M.Sc., 1956, Johns Hopkins School of Public Health and Hygiene.
- Phyllis Castenholtz, B.A., Research Assistant. B.A., 1980, Oregon.
- Gary S. Ciment, Ph.D., Research Associate. B.A., 1973, Ph.D., 1979, California, Los Angeles.
- Carol J. Cogswell, M.A., Research Assistant. B.A., 1969, M.A., 1971, Oregon.
- Catharina M. de Jong, Chemical Technician, Research Assistant. Chemical Technician, 1969, Leyds Opleidings Institute voor Analisten, Leyden.
- Gary M. Doolittle, Ph.D., Research Associate. B.S., 1975, Cornell; Ph.D., 1982, Dartmouth.
- Rose C. Durchanek, M.S., Research Assistant. B.A., 1965, Southern Connecticut State; M.S., 1980, Oregon.
- Frances Duryee, B.S., Research Assistant. B.S., 1954, Oregon State.
- Tana L. Ebaugh, B.S., Research Assistant. B.S., 1980, Oregon; LATG, Laboratory Animal Technologist, 1980.
- Gradimir Georgevich, Ph.D., Research Associate. B.S., 1975, Ph.D., 1980, Pittsburgh.
- John E. Golin, Ph.D., Research Associate. B.A., 1973, Haverford; Ph.D., 1979, Chicago.
- Mohan L. Gope, Ph.D., Research Associate. B.S., 1964, Calcutta University; M.S., 1967, North Bengal University; D.I.I.T., 1970, Indian Institute of Technology, Kharagpur; Ph.D., 1983, Indian Institute of Science, Bangalore.
- David J. Grunwald, Ph.D., Research Associate. B.S., 1975, Williams; Ph.D., 1981, Wisconsin, Madison.
- David C. Hagen, Ph.D., Research Associate. B.A., 1983, Wabash; Ph.D., 1973, Massachusetts Institute of Technology.
- Christina M. Holzapfel, Ph.D., Research Associate. B.A., 1964, Goucher; M.S., 1968, Ph.D., 1970, Michigan.
- W. Martin Howell, Ph.D., Research Associate. B.S., 1977, Ph.D., 1982, London.
- David J. Hudson, Ph.D., Research Associate. B.A., 1972, California, Riverside; M.A., 1976, Ph.D., 1978, Oregon.
- Ichizo Kobayashi, Ph.D., Research Associate. B.S., 1974, M.S., 1976, Ph.D., 1979, Tokyo.
- Robert D. Law, A.B., Research Assistant. A.B., 1976, Stanford.
- Eckehard W. T. Liske, Dr. rer. nat., Research Associate. Vordiplom, 1969, Diplom. 1973, Dr. rer. nat., 1979, Technische Hochschule, Darmstadt.
- Hansruedi Loetscher, Ph.D., Research Associate. Final Diploma, 1976, Ph.D., 1981, Federal Institute of Technology, Zurich.
- Michael F. Marusich, Ph.D., Research Associate. B.S., 1975, Michigan; M.S., 1976, Ph.D., 1981, Northwestern.
- Georgia Mason, M.S., Honorary Curator of the Herbarium. B.A., 1941, Montclair State; M.S., 1960, Oregon State.
- W. Mitch Masters, Ph.D., Research Associate. B.A., 1970, Pomona; Ph.D., 1979, Cornell.
- Walter K. Metcalfe, B.S., Research Assistant. B.A., B.S., 1973, Washington.
- Jadwiga Molè-Bajer, D.Sc., Research Associate. M.Sc., 1950, Ph.D., 1956, D.Sc., 1962, Jagellonian University.
- Patricia Olsen, Research Assistant.
- Joelle C. Presson, Ph.D., Research Associate. B.A., 1974, M.A., 1977, South Florida; Ph.D., 1981, Oregon.
- Toby L. Raizin, B.S., Research Assistant. B.S., 1982, Oregon.
- Suzanne M. Royer, Ph.D., Research Associate. B.A., 1973, Missouri, Columbia; Ph.D., 1981, Oregon.
- Craig G. Schenck, Ph.D., Research Associate. B.A., 1976, Pomona; Ph.D., 1980, Washington.
- Douglas M. Sears, M.A., Research Assistant. B.A., 1967, Pomona; M.A., 1969, Oregon.
- Linda C. Shelton, B.A., Research Assistant. B.A., 1978, Carleton University, Canada.
- George B. Van Schaack, Ph.D., Research Associate; Honorary Curator of Herbarium. B.A., 1929, M.A., 1932, Ph.D., 1935, Harvard.
- Janice S. Wilcox, M.S., Research Assistant. B.S., 1981, M.S., 1982, Oregon.
- Sherry A. Wisner, B.A., Research Assistant. B.A., 1970, Temple.
- Lisa S. Young, Ph.D., Research Associate. B.A., 1974, Whitman; M.S., 1976, Ph.D., 1979, Washington.
- Sasha N. Zill, Ph.D., Research Associate. B.A., 1966, Columbia; Ph.D., 1979, Colorado Medical School.

In recognition of the emerging unity of the biological sciences, the Department of Biology covers all the major areas of modern biology. Faculty in a particular area work closely in research with each other and with students in that area. In their teaching, however, they join with colleagues from other areas to create an integrated curriculum which prepares students for later specialization.

The curriculum is designed for students entering directly from high school, transferring from a community college or university, or embarking on graduate work. In each case faculty advisers confer with the entering student to determine an appropriate course of study, based on the student's preparation and objectives. In addition to courses oriented toward a degree in biology, the department also offers courses intended to serve as important elements in a liberal education for majors in other areas.

Undergraduate Studies

The department offers several lower-division general-interest courses (Bi 101-198 and Bi 201-272) intended primarily for nonmajors. Most of these have no prerequisites and may be taken singly or in any order.

Students wanting a more integrated general knowledge of biology, for example, those majoring in physical education or school and community health, may choose the group Bi 201-204 rather than the 300-level courses required 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 have included 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 can also be found in various nonprofit organizations, private industry, teaching, or self-employment.

Holders of baccalaureate degrees can qualify for positions involving inspection and testing, production and operation work, technical sales and service, and administrative duties in connection with the enforcement of government regulations. They may also obtain positions as laboratory technicians and participate in research.

Biology majors are encouraged to consult "A Guide to Career Selection and Job Finding for Biology Majors," which is on file in the department office. Information on career opportunities is also provided students enrolled in Biology Majors Orientation (Bi 199).

Major Requirements

A major in biology leads to the Bachelor of Science or to the Bachelor of Arts degree in biology, the latter requiring completion of appropriate literature and language requirements. A handbook, "Undergraduate Program in Biology, 1983-84," is available in the biology department office to help students plan their program. The specific courses required for a major in biology are listed below.

(1) General Chemistry (Ch 104, 105, 106 or Ch 204, 205, 206).

(2) Introductory Chemistry Laboratory (Ch 107).

(3) Introductory Analytical Chemistry I and II (Ch 108, 109).

(4) Mathematics, to include two terms of Calculus (Mth 201, 202); 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).

(7) Organic Chemistry (Ch 331, 332).

(8) Molecular and General Genetics (Bi 311), Cell Physiology (Bi 312), Gene Action and Development (Bi 313), and their respective laboratories; Evolution and Ecology (Bi 314). 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), Vertebrate Anatomy and Embryology (Bi 350), Eukaryotic Cell Biology (Bi 450), Invertebrate Zoology (Bi 461). These courses are prerequisites for many of the more specialized biology courses and may lead to particular areas of concentration. Additional courses from this group may be applied toward 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. 100- and 200-level courses 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), Cell Physiology (Bi 312), and Gene Action and Development (Bi 313), with their respective laboratories.

At the end of the sophomore year, every student is strongly urged to discuss his or her program with a biology adviser in order to develop an individual program for the junior and senior years that will satisfy the major requirements. (This is referred to as the 90-hour review.) Together they 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) are taken by all majors in either the junior or senior year. The three upper-division biology electives are also 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/No pass (P/N) basis, at the student's option, within the limitation of the general University requirement of 90 Pass/No pass hours for the baccalaureate degree. Students should exercise the Pass/No pass 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 taken to meet the major requirement must have been graded A, B, C, or P. Grades of D and F are unacceptable, and students with such grades should consult the head adviser to determine corrective action.

Sample Program

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

Freshman Year	54 credit hours
Elementary Functions (Mth 102)	4
Calculus (Mth 201, 202)	8
General Chemistry (Ch 104, 105, 106)	9
Introductory Chemistry Laboratory (Ch 107, 108, 109)	6
Tutorial General Chemistry	3
English Composition (Wr 121, according to priority, plus Wr 122 or 123)	6
Social Sciences electives (during terms not enrolled in Wr 121)	6
Arts and Letters cluster	9
Biology Majors Orientation (Bi 199)	3

Sophomore Year	54 credit hours
Organic Chemistry (Ch 331, 332)	8
Calculus (Mth 203)	4
*Molecular and General Genetics (Bi 311)	3
*Cell Physiology (Bi 312)	3
*Gene Action and Development (Bi 313)	3
English Composition (Wr 122 or 123, if not taken during freshman year)	3
Social Sciences cluster	9
Arts and Letters elective (during terms not enrolled in writing course)	3

* To be taken with appropriate associated laboratory (Bi 315, 316, 317), 2 credit hours each term.

Cluster Requirement. Since fall 1982, new students entering the University with 29 credit hours or fewer must satisfy the "cluster requirement" for graduation. These students must complete a group of courses specifically designated as a cluster in each of the three areas: arts and letters, sciences, and social sciences.

Students majoring in biology may meet the cluster requirement in science by taking 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 in social sciences (for details, see pp. 19-20).

Second Baccalaureate Degree. Students may obtain a second baccalaureate degree in biology after earning a baccalaureate degree in another field. For the second degree all departmental requirements must be met, and a minimum of 20 upper-division credit hours must be completed in this department after completion of work for the first degree. 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 their biology advisers about course scheduling for the baccalaureate degree program in biology and for completion of medical school entrance requirements. See the Prehealth Sciences section of this catalog for further information regarding medical school requirements. Address inquiries to Adviser for Premedicine, Department of Biology.

Although the third term of Organic Chemistry (Ch 333), Introductory Organic Laboratory (Ch 337, 338), and Introductory Physics Laboratory (Ph 204, 205, 206) are not required for the biology major, they are required by most 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 inquire at the secondary education office 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.

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,

406, or 408. This enables the student to carry on research during the year under the direction of a research scientist in any of several biological fields. 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 offer suggestions regarding curriculum, student relations, and administrative aspects directly to the head of the department. Undergraduate majors in biology are represented on committees whose work directly affects the undergraduate major program. Students interested in working on such committees should make their interest known to the department head.

The department maintains, for student access, a file of exams given in biology courses during previous years. Most of these files are either in the biology office or in Reserve/Current Periodicals at 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 placed on file for possible use in future promotion and tenure deliberations.

Students majoring in biology may assist in teaching laboratory sections of some biology courses. Applications may be filed with the department for the limited number of assistantships available.

Proposed Minor

Because students who may want to pursue a minor in biology are likely to have diverse interests and because of the broad scope of our course offerings, the Department of Biology believes it should not, at present, propose specific programs. Rather, the department intends to provide the means for students, in consultation with appropriate faculty, to design programs best suited to their individual interests and needs.

A minor program in biology (a) will consist of at least 24 credit hours, of which at least 15 will be upper division; (b) will be designed by the student in consultation with members of the biology faculty in the student's specific area of interest; and (c) will be written down and filed in the biology office.

To be directed to appropriate faculty, students should see Gordon Murphy in the biology office.

Following is a list of fields in biology, along with the majors of their expected clientele:

Ecology-evolution: geography, geology, political science, prelaw, computer and information science.

Neurobiology-physiology: psychology, physics, physical education.

Plant biology: geography, geology, physics, chemistry.

Marine biology: geography, political science, prelaw.

Cell, molecular, developmental biology: psychology, chemistry, physics.

Vertebrate biology: prehealth sciences, physical education.

Candidates for accreditation in secondary education in a nonbiological science may find any of these areas of interest.

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 graduate degrees are expected to meet the equivalent of the University undergraduate major requirements before advancement to candidacy for the higher degree.

Graduate study facilities are available in most 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, involving the Departments of Biology and Chemistry and the Institute of Molecular Biology, are offered in cell biology and molecular biology. In neurobiology, programs are also available in conjunction with the Institute of Neuroscience and the 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 and reference forms and additional information may be obtained from the department office. Completed application forms, copies of college transcripts, and letters of reference should be sent to the department in care of the graduate secretary. Copies of official transcripts of all college work must be sent directly to the Department of Biology. Deadline for applications is February 15.

Institute of Molecular Biology

Programs of research and research instruction are available through the Institute of Molecular Biology. For further information, see Institute of Molecular Biology in the Graduate School section of this catalog, or send inquiries to the director of the institute.

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 graduate-degree program of instruction and research is available to students through any of the participating departments.

Herbarium

The University of Oregon Herbarium has more than 100,000 prepared specimens, mostly vascular plants, including about 800 different 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 features presentations by a variety of guest lecturers.

In the fall term a program is offered for undergraduate biology majors and graduate students. Along with the availability of such courses as Marine Ecology, Invertebrate Zoology, and The Biology of Estuarine Systems, there are 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 undergraduates a multidisciplinary program, 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 problems are sought through 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. The 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 beach. 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 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 both Coos Bay and North Bend.

The region is marked by diversity, 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 provides an exceptionally stimulating educational arrangement.

There are four large teaching laboratories, an auditorium, and a dining hall which serves as a 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 from the Director, OIMB, Charleston, Oregon 97420. See also the Graduate School section of this catalog.

Courses Offered

Undergraduate Courses

The lower-division courses in biology are designed primarily to meet general liberal arts requirements in science. Most courses in this group (Bi 101-272) have no prerequisites. Detailed descriptions of these courses are available in the department office. *An extra fee may be charged for courses in which field trips are mandatory.*

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 the light of modern scientific experience. Lecture/discussion or laboratory. May not be offered 1983-84.

Bi 103. Human Circulatory System. 4 credit hours. Study of the circulation as a system for investigating those biological principles important to people. Lecture/discussion or laboratory.

Bi 104. Biology of Cancer. 3 credit hours. For nonmajors. Comparison of cancer cells 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. Lecture/discussion or laboratory.

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 illustrate the adaptive nature of orientation, navigation, communication, and social behavior. Menaker, Simmons.

Bi 126. Principles of Evolution. 4 credit hours. Darwinian evolution; examples from modern ecology, population genetics, the fossil record. Consideration of ancient environments as well as evolution of higher primates and humans. Three lectures, one discussion.

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 two-hour laboratory. Bonnett, Wagner.

Bi 131. Plant Diversity. 4 credit hours. Survey of the major groups of plants; their evolutionary relationships, structure, and reproductive processes. Three lectures, one two-hour laboratory. Not offered 1983-84.

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 three-hour laboratory or field trip each week; includes one all-day field trip. Offered alternate years; not offered 1983-84.

Bi 139. Freshwater Biology. 4 credit hours. Freshwater environments of lakes and streams. Cycles of nutrients and effects of physical, chemical, and biological factors; types of microorganisms, plants, and animals and their interactions; effects of increased nutrient levels and pollution. Lectures, laboratory, field trip. Castenholz.

Bi 149. Life of the Forest. 4 credit hours. Introduction to the structure and function of forested ecosystems, with emphasis on those in the Pacific Northwest. Interactions between trees, microorganisms, and forest animals; disturbance and recovery, succession, forest management. Three lectures, one laboratory or field trip.

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. May not be offered 1983-84.

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. Lecture, laboratory, and field work.

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. Lecture, laboratory, and field work.

Bi 196. Field Studies. 1-2 credit hours.

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. Not offered 1983-84.

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. Not offered 1983-84.

Bi 199. Special Studies. 1-2 credit hours.

Bi 200. SEARCH. 1-2 credit hours. P/N only.

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/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. Prerequisite: Bi 201 or instructor's consent. Lecture/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, one three-hour laboratory.

Bi 204. Animal Biology. 4 credit hours. Introductory study of a variety of animal groups in terms of anatomy, physiology, and life history. The functions of specific organs in the biology of the whole animal are examined. Lecture/discussion.

Bi 222. Human Genetics. 3 credit hours. Basic concepts of genetics, especially as they relate to humans, and 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. Economic Botany. 4 credit hours. Survey of the origin, culture, and biology of the major groups of plants important 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. 3 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. 4 credit hours. Interaction of plants with their environmental stimuli; analysis of research data on plants; evaluation of experimental methods and results. Prerequisite: Bi 130 or instructor's consent. Bonnett. Offered alternate years; not offered 1983-84.

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; morphological levels of increasing complexity and specialization in plants through time; and the imperfections of the fossil record in documenting the course of plant evolution. Lectures plus additional work to be arranged. Gray. Offered alternate years; not offered 1983-84.

Bi 272. Introduction to Ecology. 3 credit hours. The energetics of organisms: the extent and efficiency of energy capture in human, plant, and animal nutrition; the cycling of nutrient materials; ecological succession; population growth; species interrelations and meaning of species diversity. Cook, Frank, Udovic.

Upper-Division Courses

Please Note: Bi 311-317 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 mandatory.*

Bi 311. Molecular and General Genetics. 3 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 genetic 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 the following term; Bi 311 and 312 are precisely dovetailed in their presentation of the biochemical and genetic bases of cellular activities. Three lectures. Bi 315 is designed to be an integral part of this course and should be taken concurrently. Corequisites: organic chemistry and college mathematics. G. Sprague.

Bi 312. Cell Physiology. 3 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. Prerequisite: Bi 311. Sistrom, Novick.

Bi 313. Gene Action and Development. 3 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. Prerequisites: Bi 311 and 312. Postlethwait, G. Sprague.

Bi 314. Evolution and Ecology. 5 credit hours. The relationship of organisms to their environment in space and time: the evolution of species and populations, factors controlling the distribution and abundance of organisms, and community ecology. Three lectures, one laboratory; one Saturday and two all-day Saturday or Sunday field trips per term. Bradshaw.

Bi 315. Molecular and General Genetics Laboratory. 2 credit hours.

Bi 316. Cell Physiology Laboratory. 2 credit hours.

Bi 317. Gene Action and Development Laboratory. 2 credit hours.

Note: The following 300-level courses are designed for nonmajors as well as for biology majors; several do not require Bi 311-314 as prerequisites.

Bi 321. Human Physiology I: Nerve, Muscle, Senses. 3 credit hours. Physiological principles as they operate in normal function: neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, central processing of information. Required for majors in school and community health and in physical education, elective for others; not intended for premedical students or biology majors. Two lectures, one three-hour laboratory. Prerequisites: either Bi 201, 202, 204 or one year of college chemistry and one year of college biology. Munz.

Bi 322. Human Physiology II: Homeostatic Mechanisms. 3 credit hours. Second part of a two-term sequence: circulatory, respiratory, digestive, metabolic, immune, endocrine, and reproductive physiology. Required for majors in school and community health and in physical education, elective for others; not intended for premedical students or biology majors. Two lectures, one three-hour laboratory. Prerequisite: Bi 321. 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. Prerequisites: one year of general chemistry; corequisites: organic chemistry and college mathematics.

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 themes with particular focus on comparative anatomy, development, and evolution of different organ systems and their adaptations to various environmental demands. Three lectures, one laboratory/discussion. Prerequisites: Bi 311, 312, 313 or instructor's consent. Grant.

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. 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, sandy beach, and estuarine environments demonstrate basic biological principles through comparative study. 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, on the use of minerals and energy and the relation of their use to the environment, is offered by the geology department under the title Mineral Resources and the Environment [Geol 321].) 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 session only.

Bi 381. Introduction to Bacteriology. 3 credit hours. Basic principles and techniques of bacteriology; role of bacteria and other microorganisms in transformations of organic matter and their importance to man; public health aspects, principles of epidemiology, chemotherapy, and immunology. Three lectures. Prerequisite: general chemistry. McConnaughey.

Bi 383. Introduction to Bacteriology Laboratory. 2 credit hours. Basic techniques in the culturing, microscopic examination, and characterization of microorganisms. Prerequisite: concurrent or prior enrollment in Bi 381 or instructor's consent. McConnaughey.

Bi 391, 392. Human Anatomy. 3 credit hours each term. Gross anatomy; the skeletal, muscular, and neural systems; the circulatory, respiratory, digestive, and urogenital systems. Two lectures, one two-hour laboratory. Prerequisite: one year of college biology or equivalent or instructor's consent.

Please note: The 400-level courses described below are designed primarily for undergraduate majors in biology.

Bi 400. SEARCH. 1-2 credit hours. P/N only.

Bi 401. Research. Credit hours to be arranged. P/N only.

Bi 403. Thesis. Credit hours to be arranged. P/N only.

Bi 405. Reading and Conference. Credit hours to be arranged. P/N only.

Bi 407. Seminar. Credit hours to be arranged. P/N only.

Bi 409. Practicum. 1-3 credit hours any term. P/N only.

Upper-Division Courses Carrying Graduate Credit

Please note: An extra fee may be charged for courses in which field trips are mandatory.

Bi 406. Field Studies. (G) Credit hours to be arranged.

Bi 407. Seminar. (G) Credit hours to be arranged. P/N only.

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. Vigna. Offered 1983-84 and alternate years.

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. Prerequisites: cell biology or general physiology, organic chemistry, and college zoology or instructor's consent. 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 instructor's consent. 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. Prerequisite: instructor's consent. 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. Hoyle.

Bi 417. Neuroanatomy. (G) 3 credit hours. Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord; includes electron and light microscopy through gross anatomy. Functional implications of synaptic organization and pattern of projections, and comparative aspects of neuroanatomy including problems of homologies. Three lectures. Prerequisite: Bi 415 or instructor's consent.

Bi 418. Neuroanatomy Laboratory. (G) 3 credit hours. Practical experience in selective staining and tracing methods for neurons, gross anatomy, dissection, and microscopic study of representative vertebrate nervous systems. Two three-hour laboratories. Corequisite: Bi 417 or instructor's consent.

Bi 421. 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: instructor's consent. 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, and genetic regulation. Prerequisite: Bi 311 or equivalent or instructor's consent.

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 instructor's consent. 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 laboratories. 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 laboratories. Prerequisites: Bi 311, 312, 313 or equivalent or instructor's consent. Carroll.

Bi 433. Algae. (G) 5 credit hours. Structure, cytology, life history, and ecology of representative freshwater and marine algae. Three lectures, two three-hour laboratories. Prerequisite: instructor's consent. Castenholz. Offered 1983-84 and alternate years.

Bi 434. Bryology. (G) 4 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. Two lectures, two three-hour laboratories/field trips. Prerequisites: Bi 438 or 440 or equivalent or instructor's consent. Wagner. Offered 1983-84 and alternate years.

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/laboratories. Prerequisite: instructor's consent. 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. Three lectures and two laboratories or field trips per week including all-day trips to the Cascades and to the coast. Prerequisite: one year of biology or instructor's consent. Offered 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 laboratories. Prerequisite: Bi 330 or instructor's consent. 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 instructor's consent. Hague. Offered 1983-84 and alternate years.

Bi 442. Plant Morphogenesis. (G) 3 credit hours. Structure and development of cells, tissues, and organs, including discussion of the mechanism of action and metabolism of plant growth substances and control mechanisms in growth and differentiation. Three lectures. Prerequisite: Bi 330 or instructor's consent. Bonnett. Offered alternate years; not offered 1983-84.

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 1983-84.

Bi 444. Plant Morphogenesis Laboratory. (G) 2 credit hours. Laboratory analysis of the experimental foundations for hormonal regulations of plant growth and development. Offered alternate years; not offered 1983-84.

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 instructor's consent. 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 refers to current literature and experiments in progress. Prerequisites: Bi 311 and 313 or instructor's consent. K. Sprague.

Bi 453. Developmental Biology. (G) 3 credit hours. An examination of selected topics in developmental biology, including genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prerequisite: Bi 312 or equivalent or instructor's consent.

Bi 455. Histology. (G) 5 credit hours. Functionally oriented study of microscopic anatomy of vertebrate tissue and organs. Two lectures, two three-hour laboratory periods. Prerequisite: instructor's consent. Bi 311-313 or equivalent strongly recommended. May not be offered 1983-84.

Bi 456. Developmental Neurobiology. (G) 3 credit hours. A current synthesis of developmental and genetic mechanisms underlying development of the nervous system. Topics include the genesis of nerve cells; structural, functional, and molecular differentiation of neurons; synaptogenesis and neuronal specificity; plasticity, regeneration, and degeneration of nervous tissue. Bi 312 and 351 or equivalents recommended. Kimmell. Not offered 1983-84.

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 twelve students. Offered at Oregon Institute of Marine Biology.

Bi 458. Marine Birds and Mammals. (G) 4 credit hours. Introduction to 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. Includes 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 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. Prerequisite: instructor's consent. McConnaughey, Terwilliger. Offered at Oregon Institute of Marine Biology.

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 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 or equivalent. Some prior exposure to calculus and physical chemistry helpful but not required. Two terms may be applied toward a biology major.

Bi 463. Parasitology. (G) 4 credit hours. Survey of important parasitic groups. Biological interrelationships of parasite and host and their mutual effects. Two lectures, two three-hour laboratories. Prerequisite: instructor's consent. McConnaughey. Offered 1983-84 and alternate years.

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 protein synthesis in intact cells and cell-free systems. Two four-hour laboratory periods and one to two hours of conference per week winter term. Selected students may continue with projects spring term under Ch 409. Prerequisite: instructor's consent.

Bi 465. Comparative Biochemistry. (G) 8 credit hours. A general experimental biochemistry course utilizing marine organisms, with emphasis on methods of purification of proteins and study of protein structure and function. The biochemical properties of small molecules such as various pigments, peptides, indoles, and phosphagens are examined. Prerequisites: Bi 311, 312, 313, or general and organic chemistry, and college zoology. Terwilliger. Offered at Oregon Institute of Marine Biology.

Bi 469. Experimental Invertebrate Embryology. (G) 5 or 8 credit hours. Lecture and laboratory dealing with modes of development of the major invertebrate groups, identification of common larval forms, methods utilized in obtaining and rearing embryos and larvae of marine animals, and methods used in the execution of fundamental experiments for the analysis of development. Prerequisites: invertebrate zoology

and instructor's consent. Offered at Oregon Institute of Marine Biology.

Bi 470. Dynamic Systems in Biology. (G) 4 credit hours. Formulation, construction, testing, interpretation, and evaluation of biological models. Guidance in writing simulation programs and using the digital computer as an aid in studying biological systems ranging from ecological to cellular. Prior knowledge of computers is helpful but not required; uses microcomputers and the PASCAL language. Prerequisites: calculus, senior standing in biology, and instructor's consent. CIS 133 recommended. Fernald. Not offered 1983-84.

Bi 471. Population Ecology. (G) 5 credit hours. Growth structure and regulation of natural populations, methods of demographic analysis, population interactions, life-history theory. Three lectures, one discussion. Prerequisites: instructor's consent, background in mathematics. Offered fall term.

Bi 472. Laboratory and Field Methods in Population Biology. (G) 2 credit hours. Methods of sampling, experimentation, and data analysis introduced via group projects designed to test hypotheses relating to current problems in population biology. Designed to accompany Bi 471.

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. Prerequisite: Bi 472 or instructor's consent. 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 among climate, soil, and organisms. Lectures, reading, field and laboratory work. Prerequisite: instructor's consent. Bi 473 strongly recommended. Cook. (For aquatic ecosystems see Bi 475.)

Bi 475. Limnology. (G) 5 credit hours. Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Three lectures, two laboratory/field trips. Prerequisite: instructor's consent. 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 emphasizes the reduction and manipulation of one's own field data. One discussion per week; no formal lectures or examinations, but four research reports are required. Five overnight (weekend) field trips. Prerequisite: upper-division course in ecology. Offered alternate years; not offered 1983-84.

Bi 477. The Biology of Estuarine Systems. (G) 5 credit hours. A study of estuarine environments, including 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 on the estuarine system. Three lectures, two laboratories or field trips per week. Field work includes boat trips. An independent research project is required. Prerequisite: one year of general chemistry and one year of college biology, or instructor's consent. Rudy. Offered at Oregon Institute of Marine Biology.

Bi 478. Marine Ecology. (G) 4-8 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. Prerequisites: 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 ocean. Analysis of concepts and theories used to explain biological events observed in the ocean. Offered at Oregon Institute of Marine Biology.

Bi 480. Evolutionary Biology. (G) 4 credit hours. Origin and maintenance of genetic variability. Historical and geographic patterns of variation. Application of population genetics to understanding evolutionary processes; modes of speciation. Use of optimization models to analyze the evolution of adaptations. Three lectures, one discussion. Prerequisites: college algebra, Bi 311, Bi 313 or equivalents or instructor's consent.

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 (cyano bacteria) and photosynthetic bacteria. Three hours of lecture per week. Prerequisite: instructor's consent. Castenholz, Sistrom. Offered alternate years; not offered 1983-84.

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. Prerequisite: instructor's consent. Sistrom. Offered 1983-84 and alternate years.

Bi 483, 484. Biology of Prokaryotic Organisms Laboratory. (G) 2 credit hours each term. Not offered 1983-84.

Bi 485. Microbial Ecology. (G) 3 credit hours. Biology and interactions of protists in soil, freshwater, and the sea. Emphasis on roles played in geochemical cycles, interactions with each other and with other groups of organisms. Eukaryotic as well as prokaryotic organisms considered. Laboratory work emphasizes eukaryotic organisms. Prerequisite: instructor's consent. McConnaughey. Offered alternate years; not offered 1983-84.

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 alternate years; not offered 1983-84.

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. Lecture and discussion. Prerequisites: Bi 311 and 312 or equivalents or instructor's consent. Stahl.

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. Not offered 1983-84.

Bi 490. Animal Behavior. (G) 3 credit hours. Survey of ethology and its relation to experimental psychology and the biological sciences. Includes evolutionary and comparative aspects of animal behavior, motivational systems, neural mechanisms, and neurobehavioral 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 surveys the principal approaches and organisms available to the nonmarine paleoecologist. Topics vary from year to year. Prerequisite: instructor's consent. 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. Prerequisite: instructor's consent. Offered infrequently; not offered 1983-84.

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.

Graduate Courses

Bi 501. Research. Credit hours to be arranged. P/N only.

Bi 502. Supervised College Teaching. Credit hours to be arranged. P/N only.

Bi 503. Thesis. Credit hours to be arranged. P/N only.

Bi 505. Reading and Conference. Credit hours to be arranged. P/N only.

Bi 507. Seminar. Credit hours to be arranged. P/N only. Topics include:

Animal Physiology
Botany
Cytology
Developmental Biology
Ecology
Genetics
Molecular Biology
Neurobiology

Ch 507. Biochemistry Seminar. 1 credit hour any term. Seminars on topics of current biochemical interest presented by graduate students. P/N only.

Bi 507. Genetics Seminar. 1 credit hour any term. Topics of current interest in genetics of prokaryotes and eukaryotes are explored through readings of original literature, reports, and discussions. P/N only.

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 original literature, reports, and discussions. P/N only. When subject matter overlaps, Molecular Biology and Genetics Seminars may be held jointly.

Bi 507. Developmental Biology Seminar. 1 credit hour any term. Topics of current interest in the study of developmental processes in eukaryotes. P/N only. 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 instructor's current research interests. Recent topics include: 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. P/N only.

Bi 510. Experimental Course. Credit hours to be arranged.

Ch 513. Special Topics in Biochemistry. 3 credit hours. Repeated enrollment permitted. Recent topics include:

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.

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 input from the periphery is 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 to the final effectors. At each stage of the ascending and descending pathways, anatomy, physiology, and pathology are described. In many cases, information-processing models are discussed for both ascending and descending systems.

Bi 515. Neurochemistry. 3 credit hours. Biochemistry specific to the nervous system, with 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, one discussion. Prerequisites: Ch 461, Ch 462, Bi 415 or equivalent, and instructor's consent. Not offered 1983-84.

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 1983-84.

Bi 517. Neurobiology Laboratory. 3 credit hours. Laboratory work to accompany Bi 516, with emphasis on electrical and anatomical techniques for studying nerve and muscle function. Not offered 1983-84.

Bi 518. Comparative Vertebrate Nervous Systems. 3-5 credit hours. Organizational principles 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. Prerequisites: instructor's consent and basic knowledge of the anatomy of one vertebrate nervous system. Not offered 1983-84.

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. Prerequisite: instructor's consent. Not offered 1983-84.

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. Prerequisite: instructor's consent. 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. 523: fixation, dehydration, infiltration, embedding, sectioning, and staining biological materials for examination with the light microscope; autoradiography and elementary cytochemistry. 524: the light microscope on practical and theoretical levels, including bright field optics and modifications allowing for dark field, polarization, phase and differential interference contrast microscopy; principles and practices of scientific photography, photomicrography, and photomicrography. Wimber, Howard.

Bi 525. Principles of Microscopic Techniques. 2-5 credit hours. 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 on transmission electron microscopy. Prerequisite: instructor's consent. Schabtach. Fall term.

Bi 526. Developmental Genetics. 3 credit hours. Analysis of genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Not offered 1983-84.

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 credit hours.

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, spring terms. Offered 1983-84 and alternate years.

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. Prerequisites: calculus and knowledge of the elements of thermodynamics. Offered alternate years; not offered 1983-84.

Bi 591. Collection and Analysis of Physiological Data. 5 credit hours. The nature of physiological data, how to collect them, what to do with them after collection. Introduction to use of minicomputers as laboratory tools by means of a specially designed electronic device that realistically simulates actual physiological systems. Prerequisites: Bi 414, 415, and a fundamental course in computer science. Fernald. Not offered 1983-84.

Chemistry

91 Science II

Telephone 686-4601

Peter H. von Hippel, Department Head

Faculty

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

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

Sidney A. Bernhard, Ph.D., Professor (biochemistry); Member, Institute of Molecular Biology. B.S., 1948, Brooklyn; M.S., 1949, Pennsylvania; Ph.D., 1951, Columbia.

Virgil C. Boekelheide, Ph.D., Professor (organic). A.B., 1939, Ph.D., 1943, Minnesota.

Bruce P. Branchaud, Ph.D., Assistant Professor (organic). B.S., 1976, Southeastern Massachusetts; M.A., 1981, Ph.D., 1981, Harvard.

Frederick W. Dahlquist, Ph.D., Associate Professor (biochemistry); Member, Institute of Molecular Biology. B.A., 1964, Wabash; Ph.D., 1968, California Institute of Technology.

Lloyd J. Dolby, Ph.D., Professor (organic). B.S., 1956, Illinois; Ph.D., 1959, California, Berkeley.

Thomas R. Dyke, Ph.D., Associate Professor (physical); Member, Chemical Physics Institute. B.A., 1966, Wooster; Ph.D., 1972, Harvard.

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

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

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

Edward Herbert, Ph.D., Professor (biochemistry). B.S., 1948, Connecticut; Ph.D., 1963, Pennsylvania.

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

LeRoy H. Klemm, Ph.D., Professor (organic). B.S., 1941, Illinois; M.S., 1943, Ph.D., 1945, Michigan.

Charles E. Klopfenstein, Ph.D., Director of Chemical Laboratories. B.A., 1962, Ph.D., 1966, Oregon.

Thomas W. Koenig, Ph.D., Professor (organic). B.S., 1959, Southern Methodist; Ph.D., 1963, Illinois.

Ross F. Lane, Ph.D., Associate Professor (neurochemistry, electrochemistry); Member, Institute of Neuroscience. B.S., 1966, McMaster University; Ph.D., 1971, The Queen's University.

James W. Long, Ph.D., Senior Instructor. B.S., 1965, Washington; Ph.D., 1969, California, Berkeley.

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

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

Warner L. Peticolas, Ph.D., Professor (physical); Associate Member, Institute of Molecular Biology and Institute of Theoretical Science. B.S., 1950, Texas Technological; Ph.D., 1954, Northwestern.

Francis J. Reithel, Ph.D., Professor Emeritus (biochemistry). B.A., 1936, Reed; M.A., 1938, Ph.D., 1942, UO Medical School.

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William T. Simpson, Ph.D., Professor Emeritus (physical); Member, Institute of Theoretical Science and Institute of Molecular Biology. A.B., 1943, Ph.D., 1948, California, Berkeley.

Timothy C. Steimle, Ph.D., Assistant Professor (physical chemistry); Research Associate; Member, Chemical Physics Institute. B.S., 1973, Michigan State; Ph.D., 1978, California, Santa Barbara.

Tom H. Stevens, Ph.D., Assistant Professor (biochemistry). B.A., 1974, M.S., 1976, California State, San Francisco; Ph.D., 1980, California Institute of Technology.

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

Peter H. von Hippel, Ph.D., Professor (physical biochemistry); 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 Emeritus (biochemistry). A.B., 1942, M.A., 1948, Ph.D., 1955, California, Berkeley.

Special Staff

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

Wayne J. Becktel, Ph.D., Research Associate. B.A., 1976, M.S., 1979, California, San Diego; Ph.D., 1980, California, Berkeley.

Bruce Birrell, Ph.D., Research Associate. B.A., 1962, Willamette; Ph.D., 1967, Arizona State.

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

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

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Frederic R. Fairfield, Ph.D., Research Associate. Ph.D., 1979, State University of New York, Stony Brook.

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Suzanne S. Hudson, Ph.D., Research Associate. B.S., 1967, Michigan State; M.S., 1969, California Institute of Technology; Ph.D., 1972, Massachusetts Institute of Technology.

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Patricia Jost, Ph.D., Senior Research Associate. B.S., 1952, Memphis State; M.S., 1959, Georgia; Ph.D., 1966, Oregon.

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James D. Linn, M.S., Research Assistant. B.A., 1971, California, Berkeley; M.S., 1972, California, Riverside.

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John S. Murdzek, B.S., Research Associate. B.S., 1982, California, Berkeley.

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Haim Rosen, Ph.D., Research Associate. B.S., 1976, M.S., 1977, Ph.D., 1982, Hebrew University.

Robert J. Saxton, Ph.D., Research Associate. B.S., 1978, Wheaton, Illinois; Ph.D., 1982, Rice.

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

Devendra Srivastava, Ph.D., Research Associate. B.S., 1969, M.S., 1980, Ph.D., 1980, Banaras Hindu University.

Carl A. Steifbold, B.S., Research Assistant. B.S., 1971, Portland State.

Pierre-Yves Turpin, Ph.D., Research Associate. Ph.D., 1972, University of Paris VI.

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

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

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

Jon P. Weber, Ph.D., Research Associate. B.S., 1974, California, Berkeley; Ph.D., 1980, California, Santa Cruz.

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

Guan-Li Wu, Ph.D., Research Associate. Ph.D., 1962, Chemical Institute of Moscow.



Undergraduate Studies

The Department of Chemistry enjoys a strong reputation nationally. The National Academy of Sciences has recognized four of the current faculty members by electing them to membership in that prestigious academy. The most recent American Council on Education Survey identifies the department among the thirty strongest in the nation.

The curriculum in chemistry is designed to provide a broad knowledge of the field as a part of the 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, chemical physics, molecular biology, geochemistry, and neurochemistry.

A definite strength of the program in chemistry is the opportunity it offers undergraduates to participate in the activities of a dynamic research group that considers problems extending well beyond the level of textbook instruction. Major and nonmajor students alike can enjoy this experience of true scientific inquiry. Two to three years of preparatory course work normally precede the research experience. The department usually enrolls twenty to thirty undergraduate students each term in Research (Ch 401).

Preparation. The high school preparation of a prospective chemistry major should include chemistry, physics, and as much mathematics as possible. One year each of algebra and geometry is the 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, 209.

Careers. Career opportunities for chemists are available in education, government, and industry (see the October 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. Chemists also find jobs in science writing, public relations, personnel, plant production, sales, management, safety management, market research, patent law, and even financial analysis.

Recommended Curriculum

The 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).

American Chemical Society Certification**Major Requirements 79-82 credit hours**

*General Chemistry (Ch 204, 205, 206)	9
Semi-micro Inorganic Qualitative, Volumetric, Gravimetric Analysis (Ch 207, 208, 209)	9
Organic Chemistry (Ch 334, 335, 336)	12
Organic Chemistry Laboratory (Ch 340, 341, 342)	9
Physical Chemistry (Ch 441, 442, 443)	12
Physical Chemistry Laboratory (Ch 446, 447, 448)	9
Quantitative Analysis (Ch 324)	4
Research (Ch 401)	minimum of 6
Advanced chemistry electives (3 courses)	9-12

Directed Electives 53 credit hours

Calculus (Mth 201, 202, 203)	12
Calculus of Several Variables with Linear Algebra (Mth 331, 332)	8
**General Physics (with Calculus) (Ph 211, 212, 213) with laboratories (Ph 204, 205, 206)	18
Introduction to Numerical Computation (CIS 113)	3
1 year of foreign language (French, German, or Russian)	12

Advanced Chemistry Electives 9-12 credit hours (3 courses)

Research (Ch 401)	minimum of 6
Physical-Inorganic Chemistry (Ch 411, 412)	6
Electricity and Magnetism (Ph 441, 442)	8
Principles of Chemical Thermodynamics (Ch 451)	3
Principles of Statistical Mechanics (Ch 453)	3
Principles of Quantum Chemistry (Ch 455)	3
Principles of Chemical Kinetics (Ch 457)	3
Biochemistry (Ch 461, 462, 463)	12
Geochemistry (Geol 470)	3
Chemical Instrumentation (Ch 471)	3
Advanced Organic Chemistry (Ch 531, 532, 533)	9

*General Chemistry (Ch 104, 105, 106), along with the laboratory sequence Ch 107, 108, 109, may be substituted for the 200-level series during the freshman year.

**General Physics (Ph 201, 202, 203) may be substituted for the Ph 211 series.

Sample ACS-Certified Program**Freshman Year 48 credit hours**

*General Chemistry (Ch 204, 205, 206)	9
Semi-micro Inorganic Qualitative, Volumetric, Gravimetric Analysis (Ch 207, 208, 209)	9
Calculus (Mth 201, 202, 203)	12
English Composition (Wr 121, 123)	6
Electives	9
Introduction to Numerical Computation (CIS 133) or elective	3

Sophomore Year 51 credit hours

Organic Chemistry (Ch 334, 335, 336)	12
Organic Chemistry Laboratory (Ch 340, 341, 342)	9
**General Physics (with Calculus) (Ph 211, 212, 213)	12
Introductory Physics Laboratory (Ph 204, 205, 206)	6
Foreign language	12

Junior Year 47 credit hours

Physical Chemistry (Ch 441, 442, 443)	12
Physical Chemistry Laboratory (Ch 446, 447, 448)	9
Calculus of Several Variables with Linear Algebra (Mth 331, 332)	8
Foreign language or elective	12
Elective	3
Health	3

Senior Year 28-31 credit hours

Advanced Chemistry Electives (3 courses)	9-12
Quantitative Analysis (Ch 324)	4
Research (Ch 401) (3/term)	minimum of 6
Electives	9

*General Chemistry (Ch 104, 105, 106), along with the laboratory sequence Ch 107, 108, 109, may be substituted for the 200-level series during the freshman year.

**General Physics (Ph 201, 202, 203) may be substituted for the Ph 211 series.

The required elective also may be arranged with an adviser to include other advanced courses in chemistry or related sciences, e.g., Neurochemistry (Bi 515) or X-ray Crystallography (Ph 491). See listed courses.

The recommendations for the major outlined at left meet the specifications of the Committee on the 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 3 courses or 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 credit hours of Ch 401 must be completed.

Biochemistry Major

Many undergraduate students who are ultimately interested in advanced study of combined sciences (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.

Biochemistry Requirements 83-85 credit hours

General Chemistry (Ch 104, 105, 106)	9
General Chemistry Laboratory (Ch 107, 108, 109)	6
Organic Chemistry (Ch 331, 332, 333)	12
Introductory Organic Laboratory, Organic Chemistry Laboratory (Ch 337, 338, 342)	7
Physical Chemistry (Ch 441, 442, 443)	12
Physical Chemistry Laboratory (Ch 446, 447, or 448)	9
Biochemistry (461, 462, 463)	12
Biochemistry Laboratory (Ch 464)	4
Research (Ch 401) and/or advanced elective (3 courses)	9-11

Directed Electives 43 credit hours

Calculus (Mth 201, 202, 203)	12
Calculus of Several Variables with Linear Algebra (Mth 331)	4
General Physics (Ph 201, 202, 203)	12
Molecular and General Genetics, Cell Physiology, Gene Action and Development (Bi 311, 312, 313) and accompanying laboratories (Bi 315, 316, 317)	9
Electives	6

Advanced Biochemistry Electives (3 courses) 9-11 credit hours

Research (Ch 401)	minimum of 6
Physical-Inorganic Chemistry (Ch 411, 412)	6
Genetics (Bi 422)	3
Quantitative Analysis (Ch 324)	4
Principles of Chemical Thermodynamics (Ch 451)	3
Principles of Statistical Mechanics (Ch 453)	3
Principles of Chemical Kinetics (Ch 457)	3
Chemical Instrumentation (Ch 471)	3
Biology of Prokaryotic Organisms (Bi 481, 482)	6
Advanced Molecular Genetics (Bi 487)	3
Membrane Structure and Function (Bi 489)	3
X-ray Crystallography (Ph 491)	4
Advanced Organic Chemistry (Ch 531, 532, 533)	9

Sample Biochemistry Program**Freshman Year 48 credit hours**

General Chemistry (Ch 104, 105, 106)	9
General Chemistry Laboratory (Ch 107, 108, 109)	6
Calculus (Mth 201, 202, 203)	12
English Composition (Wr 121, 123)	6
Electives	15

Sophomore Year 46 credit hours

Organic Chemistry (Ch 331, 332, 333)	12
Introductory Organic Laboratory, Organic Chemistry Laboratory (Ch 337, 338, 342)	7
Molecular and General Genetics, Gene Action and Development, Cell Physiology (Bi 311, 312, 313) and accompanying laboratories (Bi 315, 316, 317)	9
General Physics (Ph 201, 202, 203)	12

Junior Year 43 credit hours

Physical Chemistry (Ch 441, 442, 443)	12
Physical Chemistry Laboratory (Ch 446, 447, 448)	9
Biochemistry (Bi 461, 462, 463)	12
Calculus of Several Variables with Linear Algebra (Mth 331)	4
Elective	3
Health	3

Senior Year 22-25 credit hours

Research (Ch 401) and/or advanced electives (3 courses)	9-12
Biochemistry Laboratory (Ch 464)	4
Electives	9

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 biological or biochemical courses. If chemical research is included as part of the 9 credit hours of advanced work, at least 6 credit hours 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 chemical research.

Preengineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics is also proposing for fall 1984 a new three-plus-two program which will allow a student to earn a baccalaureate degree in physics from the University and one in engineering from OSU. For more information, see the Preengineering Preparation section of this catalog.

Proposed Minor

The Department of Chemistry proposes that a minor in chemistry may be put together from the basic outline of the one-year sequence in general chemistry, including the laboratory, and four additional courses. Four options for completing a minor in chemistry are outlined below; however, other options may be submitted for consideration and approval by the department.

Biochemistry option: General Chemistry with laboratories plus Ch 331, 461, 462, 463. (Ch 334 may be substituted for Ch 331.)

Organic chemistry option: General Chemistry with laboratories plus Ch 334, 335, 336, 340.

(Ch 331, 332, 333 may be substituted for Ch 334, 335, 336; Ch 337, 338 may be substituted for Ch 340.)

Physical chemistry option: General Chemistry with laboratories plus Ch 334, 441, 442, 443. (Ch 331 may be substituted for Ch 334.)

Analytical-physical chemistry option: General Chemistry with laboratories plus Ch 324, 441, 442, 443.

Secondary School Teaching

The department offers work toward basic and standard certification required to teach chemistry in public secondary schools. For additional information regarding requirements for the physical science endorsement, students should consult the departmental endorsement adviser, Ralph Barnhard, and inquire at the secondary education office 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 \$7,500 for the calendar year. During 1982-83, research projects in the Department of Chemistry were sponsored by the Department of Energy, National Institutes of Health, National Science Foundation, DuPont Corporation, 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 American Cancer Society.

An illustrated publication, *University of Oregon Doctoral Program in Chemistry*, is available from the department on request. 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, Molecular Biology, and Cell Biology

One of the most active areas of research is the study of genetic regulation of cell activity including synthesis of macromolecules, metabolism, development, cell movement, and the structure and function of biological membranes. Research in these areas has been fostered by collaboration between biologists, chemists, and physicists, some of long standing. The interdisciplinary nature of these programs has been greatly strengthened by the Institute of Molecular Biology and the recently formed program in cell biology. Eleven members of the chemistry department are currently affiliated with these programs. As a result of the strong interaction between biologists and chemists, new research and teaching programs have developed in the past few years in the areas of immunobiology, hormonal regulation, developmental biochemistry, and neurobiology. Thus, entering graduate students are in an excellent position to take advantage of the molecularly oriented avenues to the study of biological problems. The interdisciplinary nature of the molecular and cell biology programs has greatly increased communication between faculty and students in different disciplines.

Some of the areas of active research in cell and molecular biology involve overlapping interests of several research groups. For example, expression of genes that code for regulatory peptides is being investigated in several laboratories, using cell culture techniques, genetics, immunochemical methods, and recombinant DNA approaches. One group is studying the regulation of expression of the gene that codes for α -factor, a peptide pheromone that mediates conjugation in yeast. A new research program is being developed to study the secretory pathway in yeast, using mutants to analyze the steps involved in intracellular transport of proteins. Another group is investigating the regulation of expression of genes that code for neuropeptides, including the opioid peptides, endorphins, enkephalins, and dynorphins. The study of regulation of transcription and tissue-specific expression of tRNA genes in the silkworm is the focus of research in another laboratory. Other groups are involved in a study of the genetic regulation of cell movement (chemotaxis) in bacteria and the hormonal regulation of development in *Drosophila*. Several collaborative research projects, using a variety of methods including electron spin resonance and nuclear magnetic resonance, are being conducted on the structure and function of biological membranes.

Biophysical Chemistry

Biophysical chemistry provides close collaboration and educational interaction among faculty and students. Research groups involved in the development and application of physical methods work closely with molecular, cellular, and neurobiologists; biochemists; and synthetic organic chemists. Most of the research programs in biophysical chemistry are interdisciplinary.

Some areas of active biophysical chemistry research involve several research groups. For example, the nature of the interaction of regulatory, recombination, and transcription proteins with nucleic acids is of great current interest. This work involves crystallographic and computer graphics studies, thermodynamic binding studies, and genetic analysis. Another example is the broad interest in the nature of lipid-protein interactions and their role in the regulation of the activity of biological membranes. Relying on sophisticated techniques, this work utilizes electron spin resonance, nuclear magnetic resonance (especially deuterium NMR), calorimetry, and picosecond time-resolved fluorescence methods. Another area of general interest is the nature of the excited electronic states of biopolymer components. This includes the use of the optical properties of biopolymers, such as their circular dichroism, as a probe of their conformational state; the relationship of excited state conformation changes to their resonance Raman spectra; and a fundamental interest in the nature of excited states, including their role in vision. The general problem of the nature of the forces that determine protein stability is approached from both the structural and thermodynamic points of view; it includes the use of mutant forms to probe specific contributions to overall stability.

Electrochemistry

Specific problems in electrochemistry include selective measurements of chemical neurotransmitters in living brain tissue, chemical modification of electrode surfaces, rates of heterogeneous electron transfer reactions, correlation of reactivity with molecular structure, organic synthesis with elucidation of the stereochemistry of reaction products, mechanistic studies of organotransition and bioinorganic compounds, and model systems for homogeneous and heterogeneous catalysis. A complete electrochemical facility is dedicated to performing state-of-the-art electrochemical measurements.

Neuroscience

The Institute of Neuroscience is a new research facility at the University whose staff members hold joint appointments in the institute and in the Departments of Biology, Chemistry, Psychology, and Physical Education. The objective of the institute is to foster research and training in neuroscience by providing a formal structure that encourages collaboration among individual scientists and students from the four departments.

The focus of the institute is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. The unusual interdisciplinary approach to problems allows the collaboration of scientists from different disciplines with differing viewpoints about neuroscience. Within the institute a group of developmental neurobiologists is pursuing questions on the establishment of nervous system patterning during the growth of individual embryonic systems. Members from both chemistry and biology are interested in biochemical correlates of experimental behavioral disease states. Other areas of mutual research interest include visual neurobiology, auditory physiology, biochemical bases of circadian rhythms, learning and memory, sites and mechanisms of central nervous system

drug action, biochemistry of endogenous opiates, and the control of motor function.

Organic Chemistry

The synthesis, structure, and properties of diverse sorts of molecules are investigated by organic chemistry. As more powerful theoretical understanding, synthetic methods, and instrumental techniques have evolved in recent years, the scope of organic chemistry has expanded immeasurably. The range of molecular structures and the types of physical and chemical properties being actively investigated are immense.

The goal of communicating and strengthening chemical understanding is pursued through courses and, more important, through research done in an atmosphere supportive of both individual initiative and shared effort. A relatively small student-to-faculty ratio, the physical proximity of all research groups working on organic chemical problems, and a tradition of easy communication and shared equipment across subject-specialty boundaries foster the educational as well as the research aspects of this goal. Students completing Ph.D. work at the University are well prepared for positions in industry and the academic world; they are ready to apply their grasp of the core of synthetic, structural, and mechanistic chemistry to new problems and new classes of compounds.

The organic research laboratories have abundant hood space and excellent standard services, including house nitrogen gas. Microanalytical services of all kinds are available. Also supporting the research are high resolution mass spectrometric and mass spectrometry/gas chromatography analytical facilities, complete and fully computerized electrochemical instrumentation, five nuclear magnetic resonance spectrometers operating between 60 and 360 MHz, gas and high performance liquid chromatographic systems, Fourier transform and other infrared spectrometers, photoelectron spectrometers, and electron spin resonance spectrometers. The total complement of modern instrumentation available and accessible to graduate students in organic chemistry is particularly outstanding. Practical experience is the rule.

Organotransition Metal and Inorganic Chemistry

One of the present trends in chemistry, which should persist for many years, is a growth in inorganic chemistry. This is especially true where inorganic and other areas of chemistry overlap, such as inorganic-organic (organometallic) chemistry, bioinorganic chemistry, and physical-inorganic chemistry. The following inorganic research areas will soon be supplemented by additional faculty appointments: bioinorganic chemistry; organometallic and organotransition metal chemistry; organoactinide and lanthanide chemistry; inorganic and organometallic electrochemistry; and inorganic synthesis, ^{183}W NMR, and catalytic applications of the inorganic metal oxides known as heteropolytungstates.

Physical Chemistry, Chemical Physics, Theoretical Chemistry, and Geochemistry

Physical chemistry research anchors the qualitative ideas of the practicing chemist on a firm experimental and theoretical base, and develops new insights into molecular structure and chemical reactions. Often, this goal

requires the physical chemist to develop new theoretical and experimental research tools. New interdisciplinary approaches often lead to outside collaborations in geochemistry, chemical physics, and molecular biology.

Theoretical techniques such as group theory, many-body theory, and statistical mechanics are used to study the correlation of motions of atoms in reactions and the interrelation of molecules in condensed phases. Specific work includes molecular electronic state spectra, equilibrium and nonequilibrium statistical thermodynamics, Rydberg states, statistical transport theories, fast chemical reactions, vibronic mixing, and circular dichroism. Cooperation with the Institute of Theoretical Science and the Department of Mathematics continues to be helpful in some of this research. Much experimental research depends upon modern spectroscopic techniques, including those of lasers and laser optics. Several research groups use laser Raman and laser fluorescence spectroscopies in their investigations of molecular systems. They attack such varied problems as the binding of biologically active molecules in membranes, the understanding of the internal bonding changes of a compound as it undergoes chemistry, the sorting out of photochemical excited states, and the detection of radicals and molecular ions. One novel use of this experimental technology is the study of the van der Waals and hydrogen bonds.

Research attacking current problems of chemical kinetics has been quite successful at the University, where the oscillating reaction system known as the "Oregonator" has been studied. Coupled reaction systems are currently being examined both theoretically and experimentally.

With the strong Institute of Molecular Biology at the University, it is only natural that research interests and collaborative efforts have arisen in applying physical methods to biochemistry. Studies include those of intra- and intermolecular forces, which are important for maintaining conformations of biological macromolecules.

The recently established Chemical Physics Institute fosters collaboration between physics and chemistry. Electrical discharges and their peculiar chemistries, X-ray emissions of atoms, molecular beams, interstellar molecules, and highly excited atoms are some of its members' interests.

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 fall term; two lectures, one discussion, one three-hour laboratory winter and spring. Mth 100 is recommended.

Ch 104, 105, 106. General Chemistry. 3 credit hours each term. An introduction to chemistry providing an understanding of chemical structure, equilibrium, dynamics, and the chemical reactions of the elements. May be used as a prerequisite for upper-division courses in chemistry. Three lectures. Corequisite: Mth 101 or higher. Concurrent enrollment in Ch 110 is recommended.

Ch 107. General Chemistry Laboratory I. 2 credit hours. Accompanies Ch 104. Exercises chosen to provide practical experience in working with the concepts taught in General Chemistry, as well as to teach laboratory manipulations. Exercises include volume and mass measurements, stoichiometry, gravimetric analysis, gas laws, calorimetry, and spectroscopy. One lecture, one three-hour laboratory. Corequisite: Ch 104 or instructor's consent.

Ch 108. General Chemistry Laboratory II. 2 credit hours. Accompanies Ch 105. Teaches additional laboratory skills through exercises which include observing chemical reactions and writing equations, determining phase diagrams, determining equilibrium constants, and performing an acid-base titration. One lecture, one three-hour laboratory. Prerequisite: Ch 107 or instructor's consent; corequisite: Ch 105 or instructor's consent.

Ch 109. General Chemistry Laboratory III. 2 credit hours. Accompanies Ch 106. Several volumetric analyses, a study of voltaic cells, some exercises in kinetics, and additional exercises in inorganic and organic chemistry to round out the first year's study of chemistry laboratory skills. One lecture, one three-hour laboratory. Prerequisite: Ch 108 or instructor's consent; corequisite: Ch 106 or instructor's consent.

Ch 110. General Chemistry Tutorial. 1 credit hour. Small-group discussions of topics emphasized in Ch 104, 105, 106. Corequisite: Ch 104, 105, or 106.

Ch 121. Chemistry, Nutrition, and World Food. 3 credit hours. Designed for nonscience-oriented students. Presentation of such basic chemical concepts as atoms, molecules, and energy as they relate to food, 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.

Ch 204, 205, 206. General Chemistry. 3 credit hours each term. First-year university chemistry for chemistry majors and others with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium, dynamics, and reactions, as well as thermodynamics, are introduced from a quantitative and theoretical viewpoint. Three lectures. Corequisite: calculus, no later than winter term.

Ch 207. Semi-micro Inorganic Qualitative Analysis. 3 credit hours. The separation and identification of cations and anions by semi-micro methods. Intended to accompany Ch 204; primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratories, one lecture.

Ch 208. Volumetric Analysis. 3 credit hours. The quantitative estimation of selected molecular species by titration procedures. Intended to accompany Ch

205; primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratories, one lecture.

Ch 209. Gravimetric Analysis. 3 credit hours. The separation and gravimetric determination of selected inorganic species. Intended to accompany Ch 206; primarily for prospective chemistry majors and Honors College students. Admission limited to selected students. Two three-hour laboratories, one lecture.

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.

Bi 312. 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.

Bi 313. 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).

Bi 315. Molecular and General Genetics Laboratory. 2 credit hours.

Bi 316. Cell Physiology Laboratory. 2 credit hours.

Bi 317. Gene Action and Development 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. Prerequisite: Ch 109 or 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 of biological interest. Designed as a sequence for "biochemistry track" chemistry majors, biology majors, premedical and pre-dental students, and medical technology students. Four lectures. Prerequisites: Mth 101, 102; Ch 106 or 206.

Ch 334, 335, 336. Organic Chemistry. 4 credit hours each term. A comprehensive study of the chemistry of carbon compounds. For chemistry majors; open to Honors College students and others wanting more extensive coverage of organic chemistry than is provided by Ch 331, 332, 333. Four lectures. Prerequisites: Mth 101, 102; Ch 106 or 206.

Ch 337, 338. Introductory Organic Laboratory. 2 credit hours each term. Principles and techniques of laboratory practice in organic chemistry; intended to accompany Ch 331, 332. One lecture, one three-hour laboratory. Prerequisite: Ch 109 or 209; corequisites: Ch 331, 332.

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 selected Honors College students and others wanting comprehensive training in laboratory practice. Two lectures, two three-hour laboratories. Prerequisite: Ch 109 or 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 by arrangement with individual faculty.

Ch 403. Thesis. Credit hours to be arranged. Open 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. Seminar: Biochemistry. 1 credit hour. For undergraduates who have not yet taken the biochemistry sequence Ch 461, 462, 463; informal discussion of current research topics. Students must be enrolled in the "biochemistry track" program. Discussions will be led by the biochemistry staff. P/N only. Fall term.

Ch 407. Seminar: 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). P/N only.

Upper-Division Courses Carrying Graduate Credit

Ch 409. Special Laboratory Problems. (G) Credit hours to be arranged. Provides laboratory instruction not classifiable as research; laboratory work covered in other courses is not duplicated. Prerequisite: instructor's consent.

Ch 410. Experimental Course. (G) Credit hours to be arranged.

Ch 411, 412. Physical-Inorganic Chemistry. (G) 3 credit hours each term. The first term covers structure, bonding, and energetics of inorganic compounds. The second term considers the structures, reactions, and reaction mechanisms of transition metal, inorganic, and organometallic compounds. Prerequisite: physical chemistry.

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

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. Prerequisites: two years of college chemistry (except for physics majors), college physics, one year of calculus (Mth 201, 202, 203). Mth 331, 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. Two three-hour laboratories, two one-hour discussions. Prerequisites: Ph 204, 205, 206; corequisites: Ch 441, 442, 443.

Ch 451. Principles of Chemical Thermodynamics. (G) 3 credit hours. The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prerequisites: Ch 441, 442, 443 or equivalents.

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. Prerequisites: Ch 441, 442, 443 or equivalents.

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. Prerequisites: Ch 441, 442, 443 or equivalents.

Ch 457. Principles of Chemical Kinetics. (G) 3 credit hours. Description and interpretation of the time evolution of chemical systems. Prerequisites: Ch 441, 442, 443 or equivalents.

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 331 or equivalent. Some prior exposure to calculus and physical chemistry is recommended.

Ch 464. Biochemistry Laboratory. (G) 4 credit hours. Designed to illustrate (1) current approaches to recombinant DNA research, including molecular hybridization, southern blot analysis, insolation or plasmid DNA, use of restriction enzymes, and (2) methods of studying protein synthesis in cell-free systems, including labeling of proteins with radioactive amino acids, isolation of radioactive proteins by gel-filtration chromatography, and gel-electrophoresis. Two four-hour laboratories and one to two hours of conference a week. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent.

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 (cyano bacteria) and photosynthetic bacteria. Three lectures. Prerequisite: instructor's consent. Offered alternate years; not offered 1983-84.

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 lectures. Prerequisite: instructor's consent. Siström. Offered 1983-84 and alternate years.

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.

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.

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. Prerequisite: instructor's consent. Not offered 1983-84.

Graduate Courses

Ch 501. Research. Credit hours to be arranged. P/N only.

Ch 503. Thesis. Credit hours to be arranged. P/N only.

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. P/N only.

Bi 507. Genetics Seminar. 1 credit hour any term. When subject matter overlaps, Genetics and Molecular Biology Seminars may be held jointly. P/N only.

Ch 507. Molecular Biology Seminar. 1 credit hour any term. When subject matter overlaps, Molecular Biology and Genetics Seminars may be held jointly. P/N only.

Ch 510. Experimental Course. Credit hours to be arranged.

Ch 511. Special Topics in Physical Chemistry. 3 credit hours. Topics of current research interest to the staff. Includes group theory, rotational spectroscopy, vibrational spectroscopy, magnetic resonance spectroscopy, electronic spectroscopy, statistical mechanics, kinetics of complex systems, theory of optical rotation, and molecular beams. Each topic is normally covered in a one-term course. Topics vary from year to year.

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, and 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, Capaldi. Macromolecular Studies by Magnetic Resonance Techniques. Dahlquist, Griffith. Hormone Function. Herbert.

Bi 515. Neurochemistry. 3 credit hours. Biochemistry specific to the nervous system with emphasis on synaptic chemistry; identification of neurotransmitters; postsynaptic events; correlation of chemical events with neuroanatomy and physiology; current problems and experimental approaches. Two lectures, one discussion. Prerequisite: Ch 333, Bi 415, or equivalent and instructor's consent.

Bi 526. Developmental Genetics. 3 credit hours. Analysis of genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics discussed include molecular biology of eukaryotic chromosomes, polyploidy and lampbrush chromosomes, conditional lethal mutants, genetic mosaics, and models of gene regulation.

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. Each term's work is selected from such topics as classical kinetic theory of gases, statistical mechanics, statistical thermodynamics, chemical kinetics in the gas phase and in solution, and catalysis. Offered alternate years; not offered 1983-84.

Ch 545, 546. Quantum Chemistry. 2-3 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. Students may take Ph 451, 452, 453 when Ch 553, 554 not offered; not offered 1983-84.

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 1983-84 and alternately with Ch 564, 565.

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 and 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 with Ch 562, 563; not offered 1983-84.

Classics

**302 Condon Hall
Telephone 686-4069**

C. Bennett Pascal, Department Head

Faculty

Frederick M. Combelleck, Ph.D., Professor Emeritus (Greek literature). B.A., 1928, Stanford; Ph.D., 1936, California, Berkeley.

Judith Engle, Ph.D., Visiting Assistant Professor (Greek and Latin literature, ancient comedy). B.A., 1974, Mount Holyoke; Ph.D., 1983, Princeton.

Steven D. Lowenstam, Ph.D., Associate Professor (literary criticism, archaic epic, linguistics). B.A., 1967, Chicago; M.A., 1969, Ph.D., 1975, Harvard. On leave 1983-84.

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.

Undergraduate Studies

The field of Classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval periods. The study of the Greek and Latin languages is essential to the discipline. In addition, the department occasionally offers courses in Ancient Hebrew and Modern Greek.

The undergraduate's primary aim in studying Classics at the University is to learn Greek or Latin (or both) well enough to read the ancient authors in their original languages.

Through the study of Classical literature in the original and in English translation, and through the study of other areas encompassed by the Classics, such as the literary genres (epic, tragedy, comedy, lyric poetry), ancient history, philosophy, art history, mythology, and rhetoric, a student 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 Classics departments throughout the country have had notable success in schools of law, medicine, and business.

Major Requirements

The department offers the Bachelor of Arts 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 Lat 301, 302, 303) or demonstrate a second-year level of proficiency. For the major, students must complete the following:

(1) 24 credit hours in Latin courses beyond the second-year level (Lat 301, 302, 303, repeated with departmental approval; other 300- or 400-level courses except Lat 421; Lat 411; 500-level courses).

(2) Three courses in History of Greece and Rome (Hst 411, 412, 413).

(3) Two 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 courses selected from Grk 231, 301, 302, 303) or demonstrate a second-year level of proficiency. For the major, students must complete the following:

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

(2) Three courses in History of Greece and Rome (Hst 411, 412, 413).

(3) Two Classics courses in English translation (Cl 301, 302, 303, 304, 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 credit hours of Latin and Greek beyond the second-year level, with not fewer than 9 hours devoted to either language.

(2) Three courses in History of Greece and Rome (Hst 411, 412, 413).

(3) Three 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 Bachelor of Arts in one of the language majors. Students who intend to do graduate work in Classics or a related field are advised to take as much Greek and Latin beyond the minimum requirement as they can.

In preparation, students must demonstrate a second-year level of proficiency in Greek or Latin. Students whose Greek or Latin was taken entirely in high school take one year of second-year language at the University (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 (Cl 301, 302, 303, 304, 305, 307, 308, 309, 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 below is an example of how a student with no previous training in Latin and Greek may meet the minimum requirements for a major in Classics and even take advantage of the opportunity to take courses beyond the minimum. (This model presumes an emphasis on Latin, but the student may choose to emphasize Greek or devote equal effort to both languages.) Programs for majors in Greek, Latin, and Classical civilization, which require fewer hours, are much more flexible.

Sample Classics Program

Freshman Year	45 credit hours
First-Year Latin (Lat 101, 102, 103)	12
Social Science sequence or cluster (3 courses)	9
English Composition (Wr 121)	3
Arts and Letters sequence or cluster (3 courses)	9
Electives	12
Sophomore Year	47 credit hours
Latin Authors (Lat 301, 302, 303)	9
(satisfies one Arts and Letters sequence or cluster)	
First-Year Greek (Grk 101, 102, 103)	12
Science sequence or cluster (3 courses)	9
English Composition (Wr 122 or 123)	3
Health (1 course)	3
Latin Composition (Lat 347, 348, 349), 3 courses	3
Electives	8
Junior Year	45 credit hours
Latin Authors (Lat 411), 3 courses	9
Latin Prose Composition (Lat 447, 448, 449), 3 courses	3
Greek Authors (Grk 301, 302, 303)	9
History of Greece (Hst 411)	3
History of Rome (Hst 412, 413)	6
(satisfies one Social Science sequence or cluster)	
Science sequence or cluster (3 courses)	9
Elective or additional Latin (Lat 301, 405, or 407)	6
Senior Year	46 credit hours
Latin Authors (Lat 411), 1 course	3
Greek Authors (Grk 411), 3 courses	9
Literature in English Translation (Cl 301-305, 321), 3 courses	9
Electives, Greek Prose Composition, additional Greek or Latin	25

Secondary School Teaching

For basic 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 inquire about specific requirements at the secondary education office in the College of Education.

For standard certification, after a fifth year of preparation, the student must complete an additional 15 credit hours in linguistics, culture, and civilization. Recommended courses are Ling 450, 451, 460; Hst 412, 413.

For specific information regarding certification or endorsement requirements for Latin, students should see the departmental adviser, C. Bennett Pascal, and inquire at the secondary education office in the College of Education.

Graduate Studies

The Department of Classics offers the Master of Arts (M.A.) degree 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 should get as firm a grounding as possible in both languages.

Programs of study are arranged in consultation with two advisers, at least one of whom is a member of the Department of Classics, and are selected from graduate courses in Latin, Greek, Classics, history, art history, religion, philosophy, rhetoric, and English. Ideally, the design of the program will not be random but will reflect in part the student's specialized interests or will help to prepare the student for a field of specialization related to the Classics.

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 must complete at least 45 credit 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 course in ancient history are expected to include History of Greece and Rome (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 (M.A.) degree with thesis is awarded upon completion of 45 credit hours of course work, to include 9 credit hours of thesis (Grk, Lat, or Cl 503, whichever is appropriate to the candidate's area of concentration).

The M.A. degree by examination is awarded upon completion of 45 credit hours of course work and a comprehensive written and oral examination. The examination is based in part on an outside reading list, drawn up in consultation with the candidate's advisers. For candidates in Latin, Greek, or Classics, the reading list is substantially in literature in the original languages.

The M.A. degree by course work alone is awarded upon completion of 10 credit hours of graduate courses in addition to the 45 credit-hour minimum required for the M.A.



Courses Offered

Greek: Undergraduate Courses

Grk 101, 102, 103. First-Year Greek. 4 credit hours each term. First two terms, the fundamentals of the Attic Greek language. Third term, continuation of grammatical study with most of the term devoted to readings in Attic Greek and in *koine*.

MGrk 101, 102, 103. Modern Greek. 3-4 credit hours each term. Modern Greek conversation and reading. Offered irregularly.

Grk 199. Special Studies. 1-3 credit hours.

Grk 231. New Testament Readings. 1-4 credit hours any term. Selected readings from the New Testament. Offered irregularly.

Grk 301, 302, 303. Authors: [Term Subject]. 3 credit hours any 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.

Grk 347, 348, 349. Greek Prose Composition. 1-3 credit hours each term.

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 any term. 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. P/N only.

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. P/N only.

Lat 505. Reading and Conference. Credit hours to be arranged.

Lat 507. Latin Seminar. Credit hours to be arranged.

Hebrew: Undergraduate Courses

Hbr 50, 51, 52. Biblical Hebrew. 4 credit hours each term. Offered irregularly.

Classics in English Translation: Undergraduate Courses

CI 199. Special Studies. Credit hours to be arranged.

CI 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.

CI 302. Literature: Greek Tragedy. 3 credit hours. Examination of Greek tragedy from the viewpoint of literary criticism and intellectual history.

CI 303. Literature: Greek Philosophy. 3 credit hours. Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history.

CI 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 and Greek romance (Euripides).

CI 305. Latin Literature. 3 credit hours. Representative selections from major authors of Republican and Imperial Rome: epic, comedy, and satire. Pascal.

CI 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.

CI 320. Introduction to Classical Archaeology. 3 credit hours. Explores the rationale and aims of Classical archaeology, examines the day-to-day processes of a major continuous excavation, and asks the questions which might help elucidate the problems concerning the religion, culture, and history of the ancient world. Last offered 1977.

CI 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.

CI 405. Reading and Conference. Credit hours to be arranged.

Classics: Upper-Division Courses Carrying Graduate Credit

CI 407. Seminar. (G) Credit hours to be arranged.

CI 410. Experimental Course. (G) Credit hours to be arranged.

Graduate Courses

CI 501. Research. Credit hours to be arranged.

CI 503. Thesis. Credit hours to be arranged. Prerequisite: second-year proficiency in Greek or Latin. P/N only.

CI 505. Reading and Conference. Credit hours to be arranged.

CI 507. Seminar. Credit hours to be arranged.

CI 509. Practicum. Credit hours to be arranged.

CI 510. Experimental Course. Credit hours to be arranged.

Program in Classical Archaeology

With the existing curricular resources of the University, it is possible to arrange an undergraduate program which provides 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.

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).

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.

Students who plan to pursue a career in Classical archaeology are reminded that most graduate departments require familiarity with both Classical languages and a reading knowledge of French and German.

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 office.

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.

Cognitive Science

225 Straub Hall
Telephone 686-4962

Executive Committee

Michael Posner, Chair

Aletta Biersack
Thomas Givón
Peter Jusczyk
James Simmons
Kent Stevens

Participating Faculty

Jacob Beck, Ph.D., Professor of Psychology (perception, computer vision).

Aletta Biersack, Ph.D., Assistant Professor of Anthropology (comparative thought systems, symbolic anthropology).

Scott DeLancey, Ph.D., Assistant Professor of Linguistics (semantics, cognitive basis of grammar).

Arthur Farley, Ph.D., Associate Professor of Computer and Information Science (artificial intelligence). On leave 1983-84.

Stephen Fickas, Ph.D., Assistant Professor of Computer and Information Science (software engineering, artificial intelligence, expert systems).

Thomas Givón, Ph.D., Professor of Linguistics (syntax, semantics, pragmatics, discourse processing).

Douglas Hintzman, Ph.D., Professor of Psychology (human memory, spatial orientation).

Ray Hyman, Ph.D., Professor of Psychology (cognitive psychology, representation).

Peter Jusczyk, Ph.D., Associate Professor of Psychology (psycholinguistics, speech perception).

Steven Keele, Ph.D., Professor of Psychology (motor control and skill, attention).

Michael Posner, Ph.D., Professor of Psychology (cognitive psychology, neuropsychology).

Myron Rothbart, Ph.D., Professor of Psychology (social cognition, belief systems).

Gilbert Shaw, Ph.D., Assistant Professor of Computer and Information Science (computer vision, animal models).

James Simmons, Ph.D., Professor of Biology (neuroethology, auditory information processing).

Theodore Stern, Ph.D., Professor Emeritus of Anthropology (anthropological linguistics).

Kent Stevens, Ph.D., Assistant Professor of Computer and Information Science (visual perception, artificial intelligence).

Russell Tomlin, Ph.D., Assistant Professor of Linguistics (syntax, discourse analysis, second-language acquisition).

Wayne Wickelgren, Ph.D., Professor of Psychology (human cognition, artificial intelligence).

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication. It occupies the intersection between the traditional interests of psychology, computer science, linguistics, anthropology, philosophy, and biology. Undergraduate and graduate courses relevant to cognitive science are taught in various participating departments of the College of Arts and Sciences. Interdisciplinary research projects are in the areas of cognitive psychology, psycholinguistics, neuropsychology, human engineering, visual psychophysics, discourse processing, computer models of sensory and cognitive processes, comparative social and communicative behavior.

Special on-campus research facilities include the Cognitive Laboratory, the Psycholinguistics Laboratory, the Visual Perception Laboratory, and the Institute of Neuroscience. Off-campus facilities affiliated with the program include Decision Research, Inc. (Eugene), the Laboratory of Cognitive Neuropsychology (Portland), and the Oregon Regional Primate Research Center (Beaverton).

Undergraduate Studies

Minors relevant to cognitive science are offered by the Departments of Linguistics (cognitive science track), Psychology (cognitive science track), and Computer and Information Science.

Graduate Studies

A flexible master's degree relevant to cognitive science can be earned through the interdisciplinary studies program. Graduate work in cognitive science is designed for students who took their undergraduate work in one of the participating fields. A minor in a second cognitive science field is recommended but can be accomplished after admission to the master's degree program. Graduate work in the field should include a cognitive science seminar, offered jointly by members of the faculty, which attempts to integrate backgrounds of students coming to the program from different disciplines. Individual study and research programs are selected in consultation with an interdisciplinary advisory committee appointed for each student by the program's executive committee. A research thesis is required for the Master of Arts and the Master of Science degrees.

Students wanting to study for the Doctor of Philosophy degree should apply directly to one of the participating departments. Research relevant to cognitive science may be undertaken within any of the participating departments. The composition of the dissertation committee should reflect the interdisciplinary nature of the research program.

For further information consult the program chair or members of the executive committee.

Comparative Literature

215 Friendly Hall
Telephone 686-3986

Program Committee Irving Wohlfarth, Director and Chair

Roland Ball
Randi Birn
William Calin
Peter Gontrum
Thomas Hart
Roger Nicholls
Perry Powers
Steven Rendall
James Rice
Sherwin Simmons
Wolfgang Sohlich
Richard Stein
George Wickes
Alan Wolfe

Participating Faculty

Irving Wohlfarth, Ph.D., Professor of Comparative Literature (19th-century French literature, contemporary European criticism, sociology of literature). B.A., 1961, Cambridge; Ph.D., 1970, Yale.

Roland Ball, Ph.D., Professor Emeritus of English (romanticism, modern drama).

Randi Birn, Ph.D., Professor of Romance Languages (contemporary French literature).

William Calin, Ph.D., Professor of Romance Languages (medieval and Renaissance French literature).

Richard Desroches, Ph.D., Associate Professor of Romance Languages (18th-century French literature).

Michael Fish, Ph.D., Associate Professor of East Asian Languages and Literatures (Chinese).

Silvia Giustina, M.A., Senior Instructor of Romance Languages (Italian).

Peter Gontrum, Ph.D., Professor of Germanic Languages and Literatures (20th-century literature, poetry).

Robert Grudin, Ph.D., Associate Professor of English (Renaissance).

Thomas Hart, Ph.D., Professor of Romance Languages (Spanish, Portuguese, Middle Ages, Renaissance).

Emmanuel Hatzantonis, Ph.D., Professor of Romance Languages (Italian language and literature).

Roger Nicholls, Ph.D., Professor of Germanic Languages and Literatures (drama, 19th-century literature).

Perry Powers, Ph.D., Professor of Romance Languages (Spanish Golden Age).

Steven Rendall, Ph.D., Professor of Romance Languages (French literature, literary theory).

James Rice, Ph.D., Associate Professor of Russian (folklore, 18th- and 19th-century literature).

Sherwin Simmons, Ph.D., Associate Professor of Art History (modern art).

Wolfgang Sohlich, Ph.D., Associate Professor of Romance Languages (modern French poetry, theater).

Richard Stein, Ph.D., Associate Professor of English (Victorian, literature and the fine arts).

George Wickes, Ph.D., Professor of English (modern literature).

Alan Wolfe, M.A., Assistant Professor of East Asian Languages and Literatures (Japanese).

The University of Oregon offers programs in comparative literature leading to the B.A., M.A., and Ph.D. degrees. The graduate program in comparative literature, established in 1962, is well known both in the United States and abroad. Every year the program invites several distinguished scholars to deliver lectures and discuss their work with faculty and students

participating in the Comparative Literature Colloquium. Recent visitors include Hazel Barnes, Paul de Man, Terry Eagleton, Jean Franco, Wolfgang Iser, Hans Robert Jauss, Martin Jay, and Gayatri Spivak. Library holdings are strong in all areas of research in literature. They include an outstanding collection of journals, many of which come to the University in exchange for *Comparative Literature*, which is published at the University.

Undergraduate Program

The undergraduate program 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 offered regularly.

The undergraduate program offers many opportunities for small-group study with faculty members. Working with an adviser, the student develops a plan of study suited to his or her individual interests; this may focus on a period, a genre, a theme, or the relations between two or more national literatures.

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 for 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.

Comparative Literature: Epic, Drama, Fiction (C Lit 201, 202, 203).

History of Western Civilization (Hst 101, 102, 103) or History Honors College (Hst 107, 108, 109). Students with sufficient background may take three advanced history courses to fulfill this requirement.

Upper-Division. 45 credit hours in literature, including:

Approaches to Comparative Literature (C Lit 301).

15 credit hours in a foreign literature, read in the original language.

30 additional credit 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 credit 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 credit hours in comparative literature courses.

Graduate Program

The University offers a program of graduate study leading to the Master of Arts and Doctor of Philosophy degrees in comparative literature. The program is administered by an interdisciplinary committee including faculty members from the Departments of Art History, East Asian Languages and Literatures, English, Germanic Languages and Literatures, and Romance Languages, and from the Russian Program.

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 one term of Graduate Studies in 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 must submit a prospectus of a doctoral dissertation on a comparative topic. The dissertation should be completed within three years of advancement to candidacy and defended 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.

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 are 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.

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.

Honors College: Utopias and Dystopias. Cogan.

C Lit 403. Thesis. Credit hours to be arranged.

C Lit 405. Reading and Conference. (g) Credit hours to be arranged.

C Lit 420. Picaresque Novel. (g) 3 credit hours. The picaresque novel as a genre, its transformations, and its use as a means of social criticism. Readings include the anonymous *Lazarillo de Tormes* and works by Grimmshausen, Defoe, Thomas Mann, and Joyce Cary. Offered alternate years; not offered 1983-84.

C Lit 421. Modern Scandinavian Fiction. (g) 3 credit hours. Intensive study of modern Scandinavian novels representative of major trends in literary techniques and themes. Texts are analyzed both within the framework of European literature in general and in the context of Scandinavian social and cultural developments. Authors from all five Nordic countries are studied; content varies from year to year. Zuck, Birn. Not offered 1983-84.

C Lit 425. Autobiography. (g) 3 credit hours. Study of history, theory, and problems of autobiographical writing. Examination of works by St. Augustine, Cellini, Montaigne, Rousseau, Gibbon, Gorky, Leiris, Sartre, C. S. Lewis, Nabokov, Nin, and others. Offered alternate years; not offered 1983-84.

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. Not offered 1983-84.

C Lit 461. Experimental Drama. 3 credit hours. The contributions of some of the major experimental playwrights of the 20th century such as Strindberg, Jarry, Brecht, Kaiser, Ionesco, Genet, Dürrenmatt, Handke, and Pinter. Depending on the instructor, the course may also focus on more recent developments in the experimental theater such as the living theater, street theater, and mime theater. Not offered 1983-84.

Upper-Division Courses Carrying Graduate Credit

C Lit 407. Seminar. (G) Credit hours to be arranged. Recent topics have included the Renaissance Hero, the Comedy of Classicism, Romanticism, Romantic Drama, Relations between Literature and Art, the Literature of Existentialism, and Petrarchism in Western European Literature.

C Lit 410. Experimental Course. (G) Credit hours to be arranged. All readings may be done in translation. Several courses offered each term; recent topics have included the following:

Play Within a Play. Giustina.

Medicean Florence and the Revival of Greek.

Hatzantonis.

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.

Society and Solitude: Studies in Pastoral. Hart.

Mass Culture. Wohlfarth.

Courses in Translation

Chn 307. Early Chinese Literature. 3 credit hours.

Chn 308. Medieval Chinese Literature. 3 credit hours.

Chn 309. Late Traditional Chinese Literature. 3 credit hours.

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

Cl 301. Literature: Greek Epic. 3 credit hours.

- CI 302. Literature: Greek Tragedy. 3 credit hours.**
CI 303. Literature: Greek Philosophy. 3 credit hours.
CI 321. Classic Myths. 3 credit hours.
CI 407. Seminar: Classical Literature. 3 credit hours.
Ger 250. Goethe and His Contemporaries in Translation. 3 credit hours.
Ger 251. Thomas Mann, Kafka, and Hesse in Translation. 3 credit hours.
Ger 252. Brecht and Modern German Drama in Translation. 3 credit hours.
Ital 464, 465, 466. Dante and His Times. (G) 3 credit hours each term.
Jpn 301, 302, 303. Introduction to Japanese Literature. 3 credit hours each term.
Jpn 407. Seminar: Japanese Literature. (G) 3 credit hours.
Russ 204, 205, 206. Introduction to Russian Literature. 3 credit hours each term.
Russ 330. Soviet Russian Literature. 3 credit hours.
Russ 420. Russian Folklore. (G) 3 credit hours.
Russ 422. Modern Russian Poetry. (G) 3 credit hours.
Russ 424. Dostoevsky. (G) 3 credit hours.
Russ 425. Tolstoy. (G) 3 credit hours.
Russ 426. Gogol. (G) 3 credit hours.
Russ 427. Turgenev. (G) 3 credit hours.
Russ 428. Chekhov. (G) 3 credit hours.
Scan 351. Ibsen to Hamsun in Translation. 3 credit hours.
Scan 352. August Strindberg to Ingmar Bergman in Translation. 3 credit hours.
Scan 353. Readings in Translation: Scandinavian Literature and Society. 3 credit hours.
Span 360. Cervantes. 3 credit hours.

Graduate Courses

- 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. Credit hours to be arranged. Recent topics have included Renaissance Drama, Historical Drama, Studies in Romanticism, The Symbolist Movement, Valéry and Borges, Derrida, Studies in the Sociology of Literature, Literature and Painting, Literature and Ideology, Literature and Religion, Reception Theory, Walter Benjamin, Semiotics, Language and Society in the 18th Century.
C Lit 508. Colloquium. Credit hours to be arranged.
C Lit 514, 515, 516. Graduate Studies in Comparative Literature. 4 credit hours. 514: The history and present state of the discipline as practiced by selected major figures; 515: intensive study of current issues in literary theory; 516: problems and methods in practical criticism. Hart, Rendall, Wohlfarth.

Computer and Information Science

64 Prince Lucien Campbell Hall
 Telephone 686-4408
 Eugene M. Luks, Department Head

Faculty

Gordon P. Ashby, M.B.A., Senior Instructor (systems programming); joint appointment with University Computing Center. B.S., 1959, Oregon State; M.B.A., 1961, California, Los Angeles.

Fredric Beisse, M.A., Senior Instructor (managing computer services). B.A., 1964, Western Washington; M.A., 1969, Oregon.

John S. Conery, Ph.D., Assistant Professor (architecture, parallel processing). B.A., 1976, California, San Diego; Ph.D., 1983, California, Irvine.

Sarah A. Douglas, Ph.D., Assistant Professor (man-machine interfaces, cognitive science). A.B., 1966, California, Berkeley; M.S., 1979, Ph.D., 1983, Stanford.

Alan L. Eliason, Ph.D., Visiting Associate Professor (systems design, business computer applications). B.M.E., 1962, M.B.A., 1965, Ph.D., 1970, Minnesota.

Arthur M. Farley, Ph.D., Associate Professor (artificial intelligence, graph algorithms). B.S., 1968, Rensselaer Polytechnic Institute; Ph.D., 1974, Carnegie-Mellon. On leave 1983-84.

Stephen F. Fickas, Ph.D., Assistant Professor (artificial intelligence, expert systems, software engineering). B.S., 1971, Oregon State; M.S., 1973, Massachusetts; Ph.D., 1982, California, Irvine.

Mads Ledet, Ph.D., Visiting Associate Professor (data structures, data bases). B.S., 1961, M.S., 1965, Iowa State; Ph.D., 1973, Washington State.

Eugene M. Luks, Ph.D., Professor (computational complexity). B.S., 1960, City College, New York; Ph.D., 1966, Massachusetts Institute of Technology.

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

Andrzej Proskurowski, Ph.D., Associate Professor (combinatorial algorithms, complexity of computation). M.S., 1967, Warsaw Technical University; Ph.D., 1974, Royal Institute of Technology, Stockholm. On leave 1983-84.

Jean B. Rogers, Ph.D., Visiting Assistant Professor (computer science education). B.S., 1964, Syracuse; M.S., 1976, Ph.D., 1983, Oregon.

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

Kent A. Stevens, Ph.D., Assistant Professor (visual perception, artificial intelligence). B.S., 1969, M.S., 1971, California, Los Angeles; Ph.D., 1979, Massachusetts Institute of Technology.

George W. Struble, Ph.D., Associate Professor. B.A., 1954, Swarthmore; M.S., 1957, Ph.D., 1961, Wisconsin, Madison. On leave 1983-84.

General Information

Computer and information science is the study of ways to model, analyze, and transform information. Major areas of study are (1) methods for storing and retrieving large amounts of data (information storage and retrieval); (2) means to transform information through effective algorithms (design and analysis of algorithms); (3) design and properties of languages in which to express algorithms (programming languages); (4) processes that monitor the execution of algorithms (computer architecture and operating systems); (5) flow and management of information in organizations (information systems); (6) design of systems to perform perceptual and cognitive tasks (artificial intelligence).

The computer and information science program at the University 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.

Facilities. At the University of Oregon, computing facilities available for research or instructional purposes include an IBM 4341, a DEC system 1091, more than 100 smaller computers, and about 400 terminals. The computer and information science department has two VAX 11/750s and 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- (or P) or higher.

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 begin with Introduction to Computer Science (CIS 201) if they intend to major in computer and information science.

Transfer students from two-year colleges and other schools should attempt to complete as many of the general requirements as they can before entering the University. In addition, they should complete at least one year of mathematics (including the calculus requirement) and lower-division courses in a field in which they intend to complete their upper-division work as a minor. Finally, they should take some introductory computer 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.

Careers. The demand for computer programmers and systems analysts is well ahead of the supply. A Bachelor of Science or Bachelor of Arts 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 that 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.

Major Degree Requirements

42 credit hours (30 credit hours, excluding CIS 472, must be upper division). Up to 9 credit 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, 423.

Mathematics. Five courses in mathematics are required, including Mth 231, 232, and a two-term sequence selected from Mth 201, 202, 203 or 207, 208, 209. Mathematics courses required of computer and information science majors may also be used to satisfy the University's science group or cluster requirement.

Writing. In addition to the two terms of writing required of all undergraduate majors, the computer and information science department requires a third course: Wr 216, 320, or 321.

Proposed Minor

Beginning in September 1983, the computer and information science department plans to offer a minor program for students with majors in other departments. The proposed minor requires at least 28 credit hours. The purpose of a minor in computer and information science is to help the student become functionally computer literate. The intent is to provide the formal computer and information science course work needed to help the student become a competent user of computers within his or her own discipline.

The computer and information science minor program includes courses in introductory computer science and PASCAL programming, mathematics, breadth in programming languages, and a concentration of upper-division courses. A typical minor program might include CIS 201 and 203 during the academic year, followed by CIS 242 and four of the CIS 410 courses during two summer sessions.

(1) Prerequisites for beginning the minor program are (a) either Introduction to Computer Science I, II (CIS 201, 203) or 12 credit hours of 100-level CIS courses, including 4 credit hours of PASCAL programming; (b) one year of mathematics at the College Algebra (Mth 101) level or higher; and (c) a grade point average (GPA) of 2.50 or higher in all CIS courses taken, and a GPA of 2.50 or higher in all mathematics courses taken.

(2) To complete the minor, a student must (a) take Advanced Numerical Computation (CIS 235), Business-Data Processing (CIS 242), or an advanced BASIC language course; (b) take four upper-division CIS courses totaling at least 16 credit hours; and (c) maintain a GPA of at least 2.50 in all CIS courses.

Interested students should request more information and an application form from the computer and information science department office.

Departmental Admission

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

All students wanting to work for a baccalaureate degree in computer and information science are initially classified as precomputer and information science 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 computer and information science department. The final step is major admission, which allows a computer and information science major to take courses, especially CIS 422 and 423, needed for completion of the computer and information science major program.

After completing CIS 203, a student may apply for upper-division admission. The requirements are a 3.00 grade point average (GPA) in computer and information science and a 2.50 GPA in mathematics.

After completing CIS 315, a student may apply for major admission. The requirements are a 3.00 GPA in CIS 201, 203, 311, 313, 315 and a 2.66 GPA in mathematics courses numbered 201 and above.

In computing the GPA's required for upper-division and major admission, a grade of P will be counted as a C if the course was offered on a graded basis. A grade of P will be ignored if the course was offered on a Pass/No pass (P/N) basis only. A grade of N will always be counted as an F. Achieving the above GPA's 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 departmental admission.

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 computer and information science 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 students. In addition, first preference for enrollment in CIS 242 is given to students with upper-division or major admission status.

Graduate Studies

The Department of Computer and Information Science offers programs leading to the degrees of Master of Arts (M.A.) and Master of Science (M.S.) and of Doctor of Philosophy (Ph.D.). 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.

Cognitive Science

The computer and information science department participates in the Cognitive Science Program, along with the Departments of Psychology, Linguistics, Anthropology, Philosophy, and Biology. Specific research within the department includes visual perception (in conjunction with the psychology department) and issues in artificial intelligence

Sample Undergraduate Program

A student may meet University and departmental requirements by taking courses according to the following schedule. 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 and information 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 46 credit hours

Introduction to Computer Science I and II, Computer Organization (CIS 201, 203, 311) . . .	12
Calculus, Elements of Discrete Mathematics (Mth 201, 202, 231, 232)	16
English Composition (Wr 121)	3
Social Science sequence or cluster	9
Elective	3

Sophomore Year 55 credit hours

Introduction to Information Structures, Analysis of Programs (CIS 313, 315)	8
CIS elective	4
English Composition (Wr 122 or 123)	3
Science sequence or cluster	12
Arts and Letters sequence or cluster	9
Lower-division course work toward a minor (3 courses)	12
Elective	3

Junior Year 51 credit hours

Software Methodology I, II (CIS 422, 423)	8
CIS elective	4
Scientific and Technical Writing (Wr 320) or alternate	3
Social Science sequence or cluster	9
Arts and Letters sequence or cluster	9
Upper-division course work toward a minor (3 courses)	12
Electives (2 courses)	6

Senior Year 51 credit hours

CIS electives (3 courses)	12
Upper-division course work toward a minor (3 courses)	12
Electives (9 courses, including 11 upper-division credit hours)	27

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

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

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

Students intending to pursue graduate work in computer science normally choose electives from CIS 413, 414, 415, 445, 451, and perhaps some 500-level courses. Because they need a strong mathematical background, most of these students minor in mathematics.

and expert systems. For further information, see the Cognitive Science section of this catalog.

Master's Degree Program

Candidates for admission to a master's degree program should have substantial experience, academic or vocational, in computing.

Requirements for the master's degree are the following:

(1) 60 credit hours of graduate work.

(2) 45 of these hours must be from graded computer and information science courses passed with grades of C or better.

(3) Any of the remaining 15 credit hours may be taken outside the department; however, they must be approved by the department's graduate affairs committee.

(4) Reading and Conference (CIS 505) must be approved by the graduate affairs committee in order to count toward the 45 credit hours.

(5) A 3.00 GPA (B average) must be maintained in all computer and information science courses.

Students with undergraduate degrees in computer science can expect to complete the master's degree in four to six terms.

Additional details on master's degree programs, as well as application forms for admission to the program, are available from the department. General information concerning graduate work is in the Graduate School section of this catalog.

Doctoral Degree 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 number of years of study. It is a degree reserved for students who demonstrate both a comprehensive understanding of computer and information science and an ability to do creative research.

Admission to the Ph.D. 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 test taken after a student has completed course work equivalent to a master's degree in computer and information science. The qualifying examination covers eight areas of study in computer science: intelligent systems, theoretical computer science, software systems science, computer systems architecture, information systems, software methodology, information structures, and computer education. A student is required to be tested in four of these eight areas. This examination is administered twice a year, at the end of the fall and spring terms. A student has two opportunities to pass a qualifying examination.

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, usually headed by 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.

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

(b) Every Ph.D. student is required, in addition, to complete a minor course of study consisting of at least three courses in another department, with the approval of the student's advisory committee. The courses that constitute a minor must carry graduate credit for students in the computer and information science 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, emphasizes 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 normally requires from four to five years beyond the baccalaureate degree.

Research Areas. 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. Includes an introduction to programming in time-shared BASIC.

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; social, vocational, and educational implications of computers. Content varies from term to term; topics 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 vary with the interests and needs of students and faculty. Typical subjects 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 as well as brief exposure to computer programming. Prerequisite: four years of high school mathematics, Mth 101, or instructor's consent.

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, 234, or 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, 203, or 242.

CIS 241. Introduction to Information Systems. 4 credit hours. Structure, capabilities, and use of an information system. Topics include retrieval, updating, security, backup, and controls. Sample systems 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 311. Computer Organization. 4 credit hours. Introduction to digital logic, machine organization, structure and instruction sets. Assembly language programming. Prerequisites: 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. Prerequisites: CIS 203 and 311, Mth 231.

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

CIS 403. Thesis. Credit hours to be arranged.

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

Upper-Division Courses Carrying Graduate Credit

CIS 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. Prerequisites: CIS 242 and one from CIS 234, 311, or 313.

CIS 407. Seminar. (G) Credit hours to be arranged. Seminar allows 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. Seminars vary according to the interests and needs of students and availability of faculty; not all of the seminars offered are suitable for graduate computer science majors. Typical subjects include computers for laboratory control, computer installation management, and computer simulation.

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. Prerequisites: experience in two or more programming languages and instructor's consent. No more than 2 credits may be earned by any student. P/N only.

CIS 410. Experimental Course. (G) Credit hours to be arranged. New regular courses are normally 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) 4 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 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. Laboratories are 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. Prerequisites: CIS 242 and 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 make use of currently available simulation languages such as SIMULA or GPSS. Prerequisite: CIS 313.

CIS 451. Data-Base Processing. (G) 4 credit hours. 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. Prerequisites: for CIS 472, one computer science course (CIS 121 is recommended) or instructor's consent; CIS 472 is required for CIS 473, or 8 hours of CIS courses at the 203 level or above.

Graduate Courses

CIS 501. Research. Credit hours to be arranged.

CIS 503. Thesis. Credit hours to be arranged. P/N only.

CIS 505. Reading and Conference. Credit hours to be arranged.

CIS 507. Seminar. Credit hours to be arranged. Seminars 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, artificial intelligence.

CIS 508. Colloquium. 1 credit hour.

CIS 509. Final Project. Credit hours to be arranged. Final project for master's degree without thesis.

CIS 510. Experimental Course. Credit hours to be arranged. New regular graduate courses are normally 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. Prerequisites: CIS 413 and 520.

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, 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 codes produced by compilers; advanced variable binding techniques in compilers; emphasis on compiler construction. Prerequisite: CIS 525.

CIS 529. Computer Architecture. 4 credit hours. Functional structure of computers. The management of a hierarchy of storage components, control of parallelism within the arithmetic logical unit, microprogramming, and connection of input-output devices through channels. Prerequisite: CIS 415.

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: instructor's consent. Offered 1983-84 and alternate years with CIS 532.

CIS 532. Computer and Information Networks. 4 credit hours. 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; not offered 1983-84.

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 315 or instructor's consent.

CIS 573. Pattern Recognition. 4 credit hours. Methods of pattern recognition including basic sets of recognition and descriptive techniques. A number of systems employing these methods are studied. Prerequisite: CIS 571. Not offered 1983-84.

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; offered 1983-84.

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; offered 1983-84.

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., 1965, Knox; M.A., 1968, Ph.D., 1973, Indiana.

Angela Jung, Ph.D., Professor (classical and modern Chinese literature). B.A., 1946, Catholic University, Peking; 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, 1950, Tsuda College; B.A., 1956, M.A., 1967, Oregon.

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

Lucia Yang, Ph.D., Associate Professor (Chinese language and linguistics). B.A., 1967, San Francisco State; 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.

Preparation. Students considering a major in Chinese or Japanese should decide their major at the earliest possible stage so that they can satisfy the requirements in the usual four years of undergraduate study. Background in languages, literature, or history at the high school or community college level constitutes good preparation for the student majoring in Chinese or Japanese.

Careers. A major in 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. Career options for people with knowledge of Chinese or Japanese are steadily increasing.

Major Requirements

Chinese. 39 credit hours are required in courses beyond the second-year level, including Early, Medieval, Late Traditional, and Twentieth-Century 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. 39 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.

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. Not offered 1983-84.

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 poetics. All readings are in English. Fish. Not offered 1983-84.

Chn 302. Medieval Chinese Literature. 3 credit hours. A study of 3rd-century 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. All readings are in English. Fish. Not offered 1983-84.

Chn 303. Late Traditional Chinese Literature. 3 credit hours. A survey of Yuan and Ming dynasty drama, Ming short fiction, and major Ming and Ch'ing novels such as *Monkey* and *Dream of the Red Chamber*. 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. All readings are 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 of Chinese or instructor's consent. 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) Credit hours to be arranged. 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. Prerequisite: instructor's consent. Jung. Not offered 1983-84.

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. Prerequisite: instructor's consent. Not offered 1983-84.

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. Preparation for research. 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 instructor's consent. Yang. Not offered 1983-84.

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 instructor's consent. Yang. Not offered 1983-84.

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. Not offered 1983-84.

Chn 443. Semantic Structure of Chinese. (g) 3 credit hours. Introduction and application of modern semantic theories, such as case grammar, to the analysis of the Chinese language. Prerequisite: one year of Chinese. Yang. Not offered 1983-84.

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 of Chinese or instructor's consent. Fish. Not offered 1983-84.

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 199. Special Studies. 1-3 credit hours.

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 8th century to the present. Analysis and appreciation of major works, authors, and genres, such as *The Tale of Genji*, Haiku, Kawabata, and Mishima. All readings are 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 instructor's consent.

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, and 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 Ogai, Soseki, Akutagawa, Tanizaki, Mishima, and Kawabata. Prerequisite: instructor's consent. 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. Preparation for research. Offered alternate years; not offered 1983-84.

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 instructor's consent. Offered alternate years; not offered 1983-84.

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 instructor's consent.

Economics

435 Prince Lucien Campbell Hall
Telephone 686-4661

James N. Tattersall, Department Head
Stephen E. Haynes, Director of
Undergraduate Studies
Director of Graduate Studies
to be announced

Faculty

C. Ross Anthony, Ph.D., Assistant Professor (economic development, health economics). B.A., 1968, Williams; M.A., 1974, Ph.D., 1979, Pennsylvania.

Robert Campbell, Ph.D., Professor (history of thought). B.A., 1947, California, Berkeley; B.S., 1950, U.S. Merchant Marine Academy; Ph.D., 1953, California, Berkeley.

Richard M. Davis, Ph.D., Professor Emeritus (economic theory). B.A., 1939, Colgate; M.A., 1941, Ph.D., 1949, Cornell.

Randall W. Eberts, Ph.D., Associate Professor (regional economics and econometrics). B.A., 1973, California, San Diego; M.A., 1975, Ph.D., 1978, Northwestern.

Christopher J. Ellis, Ph.D., Assistant Professor (economic theory). B.A., 1978, Essex University; M.A., 1979, Ph.D., 1983, Warwick University.

Henry N. Goldstein, Ph.D., Professor (international finance). B.A., 1950, North Carolina; M.S., 1953, Ph.D., 1967, Johns Hopkins. On leave 1983-84.

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

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

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

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

Paul L. Kleinsorge, Ph.D., Professor Emeritus. A.B., 1927, Stanford; M.B.A., 1929, Harvard; Ph.D., 1939, Stanford.

H. T. Koplín, Ph.D., Professor (economic theory, public finance). B.A., 1947, Oberlin; Ph.D., 1952, Cornell. On leave 1983-84.

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

Barry J. Naughton, Ph.D., Visiting Assistant Professor (comparative economic systems, economy of China). B.A., 1975, Washington; M.A., 1979, Ph.D., 1983, Yale.

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

Paul B. Simpson, Ph.D., Professor Emeritus (mathematical economics). B.A., 1936, Reed; Ph.D., 1949, Cornell.

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

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

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

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

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

W. Ed Whitelaw, Ph.D., Professor (urban economics). B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology.

Undergraduate Studies

Economics is the social science which studies the problem of using scarce resources to satisfy

society's unlimited wants. The discipline is divided into two general areas—micro-economics and macroeconomics. Micro-economics explores questions about the way society should allocate resources; it applies to public policy in such areas as urban, environmental, health, and labor economics. Macroeconomics considers such questions as the causes of inflation and unemployment; it applies to such areas as monetary, development, and international economics.

The Department of Economics offers undergraduate work leading to a baccalaureate degree. Students doing outstanding work in their major program may be eligible for departmental honors. The undergraduate courses in economics provide a broad knowledge of the field as a part of the program of liberal education offered by the College of Arts and Sciences. They also give a substantial foundation in economics to students interested in (1) professional careers in business, law, and government, (2) secondary school teaching, and (3) professional graduate training in economics.

Students interested in more detailed information are encouraged to inquire at the department's peer advising office, 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 Introduction to Economic Analysis (Ec 201, 202) and the equivalent of Calculus (Mth 201, 202, 203) or Calculus for the Nonphysical Sciences (Mth 207, 208, 209).

Careers. Career opportunities for graduates in economics are found in federal, state, and local government agencies, various nonprofit organizations, and private industry. A baccalaureate degree in economics provides an excellent background for admission to both law school and business school. Students with outstanding undergraduate academic records frequently go on to graduate work in economics, which leads to careers in higher education and economic research organizations.

Major Requirements

(1) Intermediate Economic Analysis (Ec 375, 376, 377) or Advanced Economic Theory (Ec 475, 476, 477).

(2) Introduction to Econometrics (Ec 420, 421, 422) or Econometrics (Ec 493, 494).

(3) 27 additional credit hours of work in economics numbered 300 or above, no more than 3 of which may be in Supervised Tutoring Practicum (Ec 409), and at least 15 credit hours of which must be in courses numbered 400 or above (excluding Ec 409).

(4) A grade of C or P or better in all economics courses taken to satisfy the major requirement.

(5) No student who has previously received credit for a 400-level course will receive credit toward the economics major for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in International Economics (Ec 440, 441, 442), the student cannot use

Introduction to International Economics (Ec 340) to satisfy part of the major course requirements.

Program Suggestions for Majors

(1) Normally, all students majoring in economics 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) Majors planning graduate study in economics should take either Mth 201, 202, 203 or Mth 207, 208, 209 before the end of their junior year. 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.

(3) The department offers at least ten fields of specialization, including money, urban and regional, public economics, resource and environmental, labor, international, comparative systems, development, and industrial organization. For most fields, one 300-level introductory course and several 400-level courses are offered (the 300-level course is not generally a prerequisite for the associated 400-level courses). To provide depth, it is recommended that the student take at least three courses in each of two fields.

(4) Interested students should be aware of the University's five-year program combining an undergraduate departmental major and a Master of Business Administration. Early planning of courses to meet requirements of this combined program is essential.

Sample Programs

Typical economics course work for a student declaring a major in economics at the end of the freshman year is listed below.

Modest Mathematics Background (e.g., Mth 101)	
Sophomore Year	9 credit hours
Economics of Current Social Issues (Ec 101)	3
Introductory Economic Analysis (Ec 201, 202)	6
Junior Year	18 credit hours
Intermediate Economic Analysis (Ec 375, 376, 377)	9
3 additional 300-level courses	9
Senior Year	27 credit hours
Introduction to Econometrics (Ec 420, 421, 422)	9
6 additional 400-level courses	18

*Calculus Background (e.g., Mth 207, 208, 209)	
Sophomore Year	9 credit hours
Economics of Current Social Issues (Ec 101)	3
Introductory Economic Analysis (Ec 201, 202)	6
Junior Year	18 credit hours
Advanced Economic Theory (Ec 475, 476, 477)	9
3 additional 300-level field-specialization courses	9
Senior Year	27 credit hours
Introduction to Econometrics (Ec 420, 421, 422)	9
6 additional 400-level courses	18

*For the well-prepared student, this program can be accelerated, e.g., by taking Ec 201, 202 in the freshman year.

Proposed Minor

The Department of Economics plans to offer a minor in economics beginning in September 1983. The minor will include 24 credit hours in economics courses. The proposed requirements for the minor are (1) Principles of Economics (Ec 201, 202), (2) Intermediate Economic Theory (Ec 375, 376), (3) four additional 3-credit-hour economics courses numbered 300 or above (excluding Practicum, Ec 409), (4) all courses taken to satisfy the minor

must be completed with grades of C or P or better, and (5) no student who has previously received credit for a 400-level course will receive credit toward the minor for a corresponding 300-level course.

Secondary School Teaching

The Department of Economics offers work for preparation to teach social studies in Oregon public secondary schools. Certification as a secondary teacher with the social studies endorsement requires satisfactory completion of a program of teacher preparation 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 basic certification and toward standard certification. For specific information regarding department requirements for the social studies endorsement, students should consult Robert E. Smith, the departmental adviser for teacher education, and inquire at the secondary education office in the College of Education.

Graduate Studies

The Department of Economics offers graduate work leading to the degrees of Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.). General information about graduate work at the University of Oregon is available in the Graduate School section of this catalog. A detailed description of departmental degree requirements may be obtained from the department office.

Applicants for admission must submit the following to the department: (1) scores in the Graduate Record Examination (GRE) General Aptitude Test 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 scores in the Test of English as a Foreign Language (TOEFL).

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 M.A. or the M.S. 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 either 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 departmental staff members.

Students must maintain a minimum grade point average (GPA) of 3.00 on all graduate work undertaken as well as on all graduate credit hours in economics; there is an additional minimum GPA 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, satisfied the University foreign language requirement, and 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 Department of Economics requires that the dissertation be completed within three calendar years of advancement to candidacy.

The doctorate usually takes from nine to twelve terms, including completion of an accepted dissertation.

More detailed information is given in the department's pamphlet, *The Ph.D. Program in Economics*.

Courses Offered

Undergraduate Courses

Ec 101. Economics of Current Social Issues. 3 credit hours. Examines social issues with the aid of a few basic economic concepts. Alternative formats for this course may include film series presented by well-known economists and/or lectures and panel discussions by departmental faculty members. Not offered 1983-84.

Ec 199. Special Studies. 1-3 credit hours. Optional tutorial sections, which may be taken in conjunction with Ec 201, 202, and 375.

Ec 201, 202, 203. Introduction to Economic Analysis. 3 credit hours each term. Standard introductory sequence in principles of economics. Ec 201 and 202 are prerequisites for many upper-division economics courses. 201: microeconomic topics, 202: macroeconomic topics, 203: policy applications. Prerequisite: none, but Mth 101 is recommended. 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; to the behavior of aggregate output, employment, and 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 U.S. monetary system. Prerequisites: Ec 201, 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 pollution 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. Prerequisites: Ec 201, 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, and ground and surface water utilization. Prerequisite: Ec 201. Toevs. Not offered 1983-84.

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 optimal use of the environment, air and water pollution, solid waste disposal, and 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. Prerequisites: Ec 201, 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 employment 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. Prerequisites: Ec 201, 202. Hersch, Stone.

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. Not offered 1983-84.

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 the 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. Not offered 1983-84.

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. Prerequisites: Ec 201, 202. Smith. Not offered 1983-84.

Ec 370. The Evolution of Economic Ideas. 3 credit hours. A survey of the development of economic thought from the ancient world to the 20th 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. 375: income and employment theory; 376: theory of the consumer, theory of the firm, determination of prices in various kinds of markets; 377: general equilibrium, welfare economics, collective choice, and rules for evaluating economic policy. Prerequisites: 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. Naughton, 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) 3 credit hours. 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) 3 credit hours. Credit hours to be arranged.

Ec 411. Monetary Policy. (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. Not offered 1983-84.

Ec 412. Monetarist Economics: Theories and Evidence. (G) 3 credit hours. Monetary theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prerequisites: Ec 375, 376 or Ec 475, 476. Siegel.

Ec 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. Prerequisites: Ec 201 and Mth 101, 102 or equivalents. 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. Prerequisites: Ec 201 and Mth 101, 102 or equivalents. Ec 376, 377 recommended. 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. Prerequisites: Ec 201 and Mth 101, 102 or equivalents; Ec 376, 377 recommended. 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 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 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. Prerequisites: 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. Prerequisites: Ec 201, 202. Eberts, Koplin.

Ec 431. Economics of Public Regulation. (G) 3 credit hours. The 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. Prerequisites: Ec 201, 202. Eberts, Koplin. Not offered 1983-84.

Ec 432. Resource Economics. 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 nonreplenishable resource. The role of resource economics in the formulation of public policy. Prerequisites: Ec 376, 377. Khang, Toevs. Not offered 1983-84.

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. Prerequisites: Ec 376, 377. Toevs, Whitelaw. Not offered 1983-84.

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. Prerequisites: 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. Prerequisites: Ec 201, 202. Anthony.

Ec 440, 441, 442. International Economics. (G) 3 credit hours each term. 440: 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. 441: 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. 442: institutional arrangements to generate international liquidity; the role of the International Monetary Fund; special drawing rights; the pros and cons of flexible exchange rates; recent experience with managed floating. Prerequisites: Ec 201, 202. Ec 375, 376 are recommended. Haynes, Mikesell, Stone.

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; Ec 376 is recommended. 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 given to economic policy affecting labor markets, particularly policies and institutions relating to unemployment. Prerequisites: Ec 201, 202. Hersch, Stone.

Ec 446. Collective Bargaining and Public Policy. (G) 3 credit hours. Current status of trade unions, history of the labor movement, industrial relations legislation, economics of collective bargaining, labor and global corporations, labor movement strategies, unions and minorities, scope of collective bargaining, and union democracy. Prerequisite: Ec 201. Stone.

Ec 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. Prerequisites: Ec 201, 202; Ec 375, 376 are recommended. 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. Prerequisites: Ec 201, 202. Davis, Naughton.

Hst 455, 456. Economic History of Modern Europe. (G) 3 credit hours each term. 455: the beginning of the 16th century to the beginning of the Industrial Revolution in Britain; 456: the late 18th century to the present. May be counted as economics credit in 1983-84. 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. Prerequisites: Ec 201, 202. Anthony, Mikesell.

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. 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. Not offered 1983-84.

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 is on linkages among current comprehensive social theories and their relationship to earlier ideas. Prerequisites: Ec 201, 202. Campbell.

Ec 474. The Economic Framework of Business Enterprise. (g) 3 credit hours. A comprehensive review of micro- and macroeconomic analysis designed to relate the operation of the business firm to its broader economic environment. Prerequisite: enrollment in the M.B.A. program of the Graduate School of Management or instructor's consent. Campbell.

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

Ec 480. Topics in Mathematical Economics. (G) 3 credit hours. Mathematical formulations of economic theory. 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. Prerequisites: Ec 201, 202 and elementary calculus. Grove, Khang.

Hst 487, 488, 489. American Economic History. (G) 3 credit hours each term. 487: preindustrial America; 488: Civil War to World War I; 489: World War I to the present. May be counted as economics credit in 1983-84. Pope.

Ec 490. Problems and Issues in Economic History. (G) 3 credit hours. Current issues and controversies in economic history. Topics may include differences in economic development among nations, the role of transportation in U.S. economic development, economic analysis of the institution of slavery, and the public sector role in economic development. Prerequisites: Ec 201, 202. Naughton, Tattersall. Not offered 1983-84.

Ec 493, 494, 495. Econometrics. (G) 3 credit hours each term. Study of regression problems in autocorrelations, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prerequisites: statistics and instructor's consent. Haynes, Toevs.

Graduate Courses

Ec 501. Research. Credit hours to be arranged. P/N only.

Ec 503. Thesis. Credit hours to be arranged. P/N only.

Ec 505. Reading. 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, Ellis, Khang, Siegel. Applied Econometrics. 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. Journal Seminar. Stone.

Ec 508. Workshop. Credit hours to be arranged. P/N only.

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

Ec 514, 515, 516. Urban and Regional Economic Analysis. 3 credit hours each term. Theories of metropolitan, regional, and interregional relations; intra- and interurban rent, location, and land use; patterns of natural resource use; and techniques of analysis. Analysis of the applied welfare economics and political economy of cities and regions: race and poverty, housing, education, state and local public finance, transportation, environmental quality, and crime. Whitelaw. Not offered 1983-84.

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. Prerequisites: Ec 201, 202; 12 credit hours in upper-division social science. Mikesell, Anthony.

English

118 Prince Lucien Campbell Hall
Telephone 686-3911
Thelma Greenfield, Department Head

Faculty

Lucile F. Aly, Ph.D., Professor Emerita (rhetoric, teacher education). B.S., 1936, Missouri; M.A., 1942, Columbia; Ph.D., 1959, Missouri.

Roland C. Bail, Ph.D., Professor Emeritus (comparative literature, romanticism, modern drama). B.A., 1939, Swarthmore; M.A., 1941, Cornell; Ph.D., 1953, California, Berkeley.

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

Constance Bordwell, M.A., Associate Professor Emerita (writing, applied linguistics). B.A., 1931, Oregon; M.A., 1932, Washington State; Dip. in Linguistics, 1970, University College, London.

James L. Boren, Ph.D., Associate Professor (Old and Middle English). B.A., 1965, San Francisco State; 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; Ph.D., 1971, Oregon.

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

Richard A. Filloy, Ph.D., Assistant Professor (rhetoric, writing). B.A., 1969, M.A., 1974, Ph.D., 1977, California, Berkeley.

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

Stanley B. Greenfield, Ph.D., Professor (Old and Middle English). B.A., 1942, Cornell; M.A., 1947, Ph.D., 1950, California, Berkeley. On leave fall 1983 and winter 1984.

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

Clark Griffith, Ph.D., Professor (American literature). A.B., 1947, Central Missouri State; M.A., 1948, Southern Methodist; Ph.D., 1952, Iowa.

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

John A. Haislip, Ph.D., Professor (poetry writing); Director, Creative Writing Program. B.A., 1950, Ph.D., 1965, Washington.

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., 1951, Detroit; A.M., 1952, Ph.D., 1961, Michigan. On leave 1983-84.

Ruth F. Jackson, M.A., Senior Instructor Emerita. B.A., 1929, M.A., 1933, Oregon.

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

Edward D. Kittoe, M.A., Assistant Professor Emeritus. B.A., 1931, M.A., 1936, Oregon.

Albert A. Kitzhaber, Ph.D., Professor Emeritus (rhetoric, teacher education). B.A., 1939, Coe; M.A., 1941, Washington State; Ph.D., 1953, Washington.

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). B.A., 1957, Brooklyn; M.F.A., 1962, Iowa.

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

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

Waldo T. McNeir, Ph.D., Professor Emeritus (Renaissance). B.A., 1929, Rice; M.A., 1932, Ph.D., 1940, North Carolina.

Ernest G. Moll, A.M., Professor Emeritus. A.B., 1922, Lawrence; A.M., 1923, Harvard.

Carlisle Moore, Ph.D., Professor Emeritus (Victorian and modern). B.A., 1933, M.A., 1934, Ph.D., 1940, Princeton.

Barbara Clarke Mossberg, Ph.D., Associate Professor (American literature, genre studies). B.A., 1970, California, Los Angeles; M.A., 1972, Ph.D., 1977, Indiana.

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

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

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

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

John C. Sherwood, Ph.D., Professor (18th-century). B.A., 1941, Lafayette; M.A., 1942, Ph.D., 1945, Yale.

Richard L. Stein, Ph.D., Associate Professor (Victorian, literature and the fine arts). B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley. On leave fall 1983.

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., 1952, Whitman; M.A., 1953, Montana; Ph.D., 1963, Washington.

Donald S. Taylor, Ph.D., Professor (18th-century). B.A., 1947, M.A., 1948, Ph.D., 1950, California, Berkeley.

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

J. Barre Toelken, Ph.D., Professor (folklore). B.S., 1958, Utah State; M.A., 1959, Washington State; Ph.D., 1964, Oregon. On leave spring 1984.

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

Christof A. Wegelin, Ph.D., Professor Emeritus (modern fiction, American literature). Dip. Tech., 1933, Winterthur, M.A., 1942, North Carolina; Ph.D., 1947, Johns Hopkins.

George Wickes, Ph.D., Professor (modern literature). B.A., 1944, Toronto; M.A., 1949, Columbia; Ph.D., 1954, California, Berkeley. On leave spring 1984.

Oliver M. Willard, Ph.D., Associate Professor Emeritus. B.A., 1927, Stanford; A.M., 1931, Ph.D., 1936, Harvard.

Undergraduate Studies

The Department of English offers instruction in English literature, American literature, writing, English linguistics, folklore, and the literature of ethnic minorities. Its lower-division courses provide training in writing and introduce the student to literature as a humanistic discipline. Its upper-division courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

Careers. The study of English opens the doors to many careers. All fields of endeavor place a high value on the ability to read intelligently and to write clearly. The English major may lead most directly to careers in education, journalism, or communications; it is also highly regarded as undergraduate training for law, government, social work, community service, and business. Indeed, the ability to handle the language with clarity and cogency is the one skill most frequently cited by businesspeople 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.

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) 3 history courses.
- (3) 3 literature courses chosen from Eng 104, 105, 106, 107, 108, 109, 204, 205, 206, 253, 254, 255.
- (4) 3 Shakespeare courses—Eng 201, 202, 203.
- (5) The courses above must be passed with a grade of C- or P or better.

(6) 36 credit hours in upper-division courses with a grade of C- or better. This requirement may be met in one of two ways: (a) 3 credit hours in the Middle Ages, 9 further credit hours in literature before 1800, 9 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.

Proposed Minor

Beginning in September 1983, the Department of English proposes the following requirements for a minor in English. 24 credit hours of University-level courses in English and writing (excluding credit for the College Level Examination Program and Advanced Placement, courses taken to fulfill the University composition requirement, and so on), 15 of which must be upper-division. The 24 credit hours shall include a three-term University-recognized English cluster of courses and at least one more literature course for a minimum of 12 credit hours of literature. Lower-division courses must be passed with a grade of C- or P or better, upper-division courses with a C- or better. For further information, see Richard Stevenson, head undergraduate adviser in English.

Secondary School Teaching

The Department of English offers work for preparation to teach language arts in the public secondary schools. Certification as an Oregon secondary teacher with the language arts endorsement requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, plus recommendation of the institution in which the preparation is completed. The English department offers work toward 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 inquire at the secondary education office in the College of Education.

Honors Program in English

This program is designed to provide interested undergraduate majors with a number of important educational opportunities. During the sophomore and junior years, honors students participate in honors seminars dealing with literary topics announced at the beginning of each academic year. During the senior year, honors students work on an extended writing project of their own choosing, prepared in conjunction with a course of study tailored to their own specific academic needs and conducted on a tutorial basis with a faculty member. The honors program is fully compatible with courses and requirements in the department; the program's emphasis, particularly during the junior and senior years, is on the detailed study of limited topics—an extended consideration of one or two authors, a single literary problem, and so on.

Honors Program Admission. Students should apply to the honors program chair for admission to the program during the spring term of their freshman year. However, admission is possible as late as the junior year. Entry into the program is determined by performance in literature and composition courses and by other evidence of superior academic ability.

Honors Degree Requirements. A minimum of three honors seminars should be taken during the sophomore and junior years, normally three terms of Eng 407 (honors seminar) or the equivalent. If entry into the program occurs after completion of the sophomore year, the requirement may be reduced to two seminars.

At the end of the junior year, a prospectus for the senior honors project should be submitted to the program chair. Honors seniors enroll in Thesis (Eng 403) during the first two terms of their senior year. The senior honors project consists of a thirty- to forty-page essay, creative work, or the equivalent, and is due at the end of the second term of Eng 403. The project is evaluated, along with the rest of the student's work, to determine if he or she is to receive the degree of Bachelor of Arts with Honors in English.

Graduate Studies

The Department of English offers graduate work in English literature, American literature, imaginative writing, and English linguistics in programs leading to the Master of Arts (M.A.) degree in English, the Master of Arts and Master of Fine Arts (M.F.A.) degrees in imaginative writing, the interdisciplinary Master of Arts degree in English and education, the Doctor of Arts (D.A.) and the Doctor of Philosophy (Ph.D.) degrees in English, and the Doctor of Philosophy degree in English with concentration in English linguistics (see Department of Linguistics section of this catalog). A detailed description of the programs will be sent with the Graduate Application for Admission form.

Master of Arts Degrees

The requirements for admission to the M.A. program in English and the M.A. program in imaginative writing are as follows:

- (1) An undergraduate grade point average (GPA) of 3.00 or, if the student has 12 or more credit hours of graduate work in English, a 3.00 graduate GPA.
- (2) A combined Graduate Record Examination (GRE) score of 1100 on the Verbal section of the General Aptitude Test (GAT) and the

Advanced Test in Literature in English. (The quantitative part of the GAT is optional.)

(3) For nonnative speakers: a score of 600 on the Test of English as a Foreign Language (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 a Graduate Application for 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 the applicant's academic background and intellectual abilities;
- (c) a 200-word statement of background and objectives in pursuing the course of study;
- (d) a copy of a course paper that demonstrates the applicant's ability in literary studies.

The completed file will be reviewed by the department's graduate admissions committee, which will notify the applicant of its decision. All admissions are conditional, 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 (a Graduate Student Foreign Language Test, or GSFLT, score of 25th percentile or its equivalent). The language is normally French, German, Russian, Spanish, Italian, Latin, or Greek, although in special circumstances another language may be allowed.

Structured Program. Students must take the following:

- (1) Introduction to Literary Research (Eng 540) or a course in criticism.
- (2) One of the following: Introduction to Middle English (Eng 425), English Grammar (Eng 490), Old English (Eng 511), Topics in the History and Structure of English (Eng 520). A grade of B or better is required. Equivalency may be granted for graduate or undergraduate work elsewhere, provided it was taken within seven years of entering the University.
- (3) 14 additional courses in English, to include at least one course in each of the seven areas listed below, (a) through (g), and at least one further course in each of three of the listed areas. Of the 14, at least three must be 500-level courses.

- (a) Literature and language before 1500
- (b) Renaissance literature
- (c) English literature from 1660 to 1780
- (d) English literature from 1780 to 1900
- (e) American literature to 1900
- (f) Modern British and American literature
- (g) Special studies: folklore and mythology, ethnic literature, women and literature, rhetoric, criticism, linguistics

A GPA of 3.25 in the total 16 courses is required.

55-Credit-Hour Program. Although no "areas" need to be satisfied in this program, students must take the following:

- (1) One of the following: Introduction to Middle English (Eng 425), English Grammar (Eng 490), Old English (Eng 511), History and Structure of the English Language (Eng 520). Equivalency may be granted for undergraduate or graduate work elsewhere, provided it was taken within seven years of entering the University.
- (2) An approved program of at least 55 credit hours in formal graduate courses or seminars. At least 40 hours must be taken in residence at Eugene, and at least 10 hours must be in 500-level courses or seminars. Normally, all 55 hours must be in graduate courses offered by the Department of English, but the candidates may, under special circumstances, petition the graduate committee to substitute up to three graduate-level courses in a related field. A cumulative GPA of 3.25 is required.

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

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

Master of Fine Arts Degree

Admission Requirements. (1) Baccalaureate degree.

(2) Other materials submitted under admission procedures that give evidence that the applicant will be able to complete the prescribed course of study satisfactorily.

Admission Procedures. (1) Obtain Graduate Application for Admission from the director of creative writing; English department.

(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 Office of Admissions, the other to the director.

(4) Ask two persons familiar with the applicant's potential as a writer to send letters of recommendation to the director.

(5) Submit a sample of the applicant'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, a Master of Arts (M.A.) in English, with a 3.33 graduate grade point average (GPA).

(2) A combined Graduate Record Examination (GRE) score of 1250 on the Verbal section of the General Aptitude Test (GAT) and the Advanced Test in Literature in English. (The quantitative part of the GAT is optional.)

(3) For nonnative speakers: a score of 600 on the Test of English as a Foreign Language (TOEFL) examination.

(4) Other materials submitted under admission procedures that give evidence that the applicant will be able to complete the prescribed course of study successfully.

Admission procedures are the same as for M.A. degrees. Applicants who received their M.A. degrees at the University of Oregon should see the graduate secretary, English department.

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 interprets this latter requirement to mean an academic year in continuous residence with enrollment in at least two formal English graduate courses or seminars per term for one academic year, and enough of a second to ensure a total minimum of six 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 credit 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.

Degree Requirements. FOREIGN LANGUAGE: The candidate must demonstrate by examination or course work a reading knowledge of two languages (Graduate Student Foreign Language Test, or GSFLT, score of 25th percentile or completion of a second-year sequence) or a very high competence in one language (GSFLT score of 70th percentile or completion of a third-year sequence). Ordinarily the languages are French, German, Greek, Italian, Latin, Russian, or Spanish, although in special circumstances another language may be allowed.

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) through (f) with the option of adding one or more fields from (g):

- (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

Students in English linguistics may take a four-hour comprehensive examination in general linguistics.

COURSES: The student must take (1) Introduction to Literary Research (Eng 540) 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 the University or elsewhere may consult the director of graduate studies, English department, about using that work to satisfy this requirement.

(2) One of the following: Introduction to Middle English (Eng 425), English Grammar (Eng 490), Old English (Eng 511), Topics in the History and Structure of English (Eng 520). A grade of B or better is required. Equivalency may be granted for undergraduate or graduate work elsewhere, provided it was taken within seven years of entering the graduate program.

(3) Six formal courses beyond the M.A. taken in residence, exclusive of the courses in (1) and (2) above, and including at least two 500-level courses or seminars.

(4) 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 1830-1900
- VIII. British literature 1900 to the present
- IX. American literature to 1900
- X. American literature 1900 to the present
- XI. English linguistics
- XII. Rhetoric
- XIII. Special studies

Only one of the two fields chosen may be in Field XIII.

Linguistics Option. Applicants 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, although provisional acceptance may be given to others, pending completion of course deficiencies and further review. No Ph.D. qualifying examination is required, but admissions are carefully screened and acceptances relatively few.

Students in the English linguistics option may satisfy the field requirements as follows: (1) English courses: Introduction to Middle English (Eng 425), English Grammar (Eng 490), History of the English Language (Eng 491), Old English (Eng 511); and one further course from the following: Old English (Eng 512, 513), *The Pearl*

Poet (Eng 519), Topics in the History and Structure of English (Eng 520). (2) Linguistics courses: 15 credits in graduate linguistics courses to be completed over two years.

Successful completion of two examinations, administered as regular English department field examinations 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 (two papers in general linguistics in two different subfields of linguistics on topics assigned by the linguistics faculty).

Students in the English linguistics option should inquire at the linguistics department and consult the English department linguistics adviser for further requirements and policies.

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."

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 agrees, a collection of three substantial essays exhibiting internal coherence but not necessarily treating a single precisely defined subject. No more than three years may elapse between the completion of all other requirements and the completion of the dissertation. The English department does not offer a Ph.D. in creative writing.

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 English department offers required and elective courses in expository writing for all University students to help them improve their ability to write clearly and effectively. All students must fulfill the University writing requirement of 6 credit hours of composition or be cleared according to established waiver and exemption policies. The requirement is Wr 121 and either Wr 122 or 123, or their approved equivalents, excluding courses numbered 199 and 400-410.

Exemptions from the first term of writing will be given to students who score 650 and above on the Verbal section of the College Entrance Examination Board (CEEB) Scholastic Aptitude Test or on the Achievement Test in English Composition (EN). Students should present official copies of their scores to the composition office, English department, if not granted exemption at the time of admission. No credit is awarded for this exemption. Students with

CEEB Advanced Placement Test scores in English composition of 4 or 5 clear the requirement and receive 6 hours of transfer credit in writing.

Waiver exams for Wr 121 and 122 are offered regularly at the Testing Office, University Counseling Center, and should be considered by students who are highly competent writers. In addition, substitutions are possible for the second required course; students who earn an A in Wr 121 at the University may select any advanced expository writing course to fulfill the requirement.

Students for whom English is the native language will be placed in their first writing course on the basis of the Test of Standard Written English (TSWE), which is required of all new students and of transfer students who have not satisfied the writing requirement. Students should sign up for the TSWE before registration at the University Counseling Center Testing Office. Students for whom English is not the native or primary language will be placed in their first writing course on the basis of a department placement test which will be administered before registration. Nonnative speakers should sign up for the department placement examination with the Office of International Services. Depending on TSWE scores or placement test results, students may be required to satisfy additional prerequisites for placement into Wr 121. These may include Wr 40, 49, 91, 92, 93, or other courses determined by the departmental 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 can 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. 104: fiction; 105: drama; 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, 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. 204: Anglo-Saxon beginnings to the Renaissance; 205: Milton to Wordsworth; 206: Byron to the present. Bartel.

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. 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 20th-century works. Ball.

Eng 303. Epic. 3 credit hours. A study of epic and heroic literary masterpieces and of the nature of the genre. Strange. Not offered 1983-84.

Eng 304. Comedy. 3 credit hours. The comic view in both dramatic and nondramatic forms. Main emphasis on English masters, but with attention also to classical and continental writers. Principal theories of the comic and of comic literary forms and types. Mossberg, Stein.

Eng 305. Satire. 3 credit hours. Satire, or criticism through ridicule, as a major type of literary expression. Examples from various literary forms—dramatic, narrative, poetic, and graphic—and from ancient and foreign literatures as well as English. Special emphasis on contemporary satire. Mossberg, 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 includes 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. 321: rise of the novel from Defoe to Austen; 322: Scott to Hardy; 323: Conrad to the present. Stevenson.

Eng 324. American Satire. 3 credit hours. Satire in American literature; its nature, development, and significant contributions to the interpretation of American life. Love.

Eng 325. Literature of the Northwest. 3 credit hours. A survey of the significant literature of the Pacific Northwest as set against the principles of literary regionalism. Love.

Eng 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 390. Introduction to English Linguistics. 3 credit hours. Introduction to the study of the structure of English, including its phonetics, phonology, orthography, morphology, syntax, and semantics; historical change and geographical-social variation in English; the semantics of English; and English stylistics. Not offered 1983-84.

Eng 391, 392, 393. American Novel. 3 credit hours each term. Development of the American novel from its beginnings to the present. Griffith, Love, Mossberg, Newberry.

Eng 394, 395, 396. 20th-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.

Eng 489. Teaching Writing. 3 credit hours. Survey of and practice in methods of teaching composition to secondary and postsecondary students. Work in diagnosing writing problems, making assignments, evaluating compositions, and motivation. Gage, Love.

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.

17th-Century Poetry. Rockett.

American Popular Literature. Sherman.

Topics in Folklore and Mythology: Myth and

Literature, Ethnic Folklore, American Indian Oral

Literature, etc. Sherman, Toelken.

Black Folklore. Coleman.

Criticism. 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.

History of Rhetoric and Composition. Filloy, Gage.

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. 411: Middle Ages to Marlowe; 412: Jacobean period; 413: Restoration, 18th, and 19th centuries, from Dryden to Shaw. Johnson.

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, Sherwood. Only 415 offered 1983-84.

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. 420: growth of the modern theater in Europe through 1919, naturalism, symbolism, expressionism; 421: European and American drama 1920-1949, the experimental theater and its effects on realism; 422: international developments in drama from 1950 to the present. Ball. Only 420 offered 1983-84.

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. Not offered 1983-84.

Eng 426. Introduction to Middle English. (G) 3 credit hours. An introduction to the language of England from ca. 1100 to 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.

Eng 427. 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 426 for graduate credit. Whenever possible, graduate students will be asked to read selections in the original language. Boren. Not offered 1983-84.

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*. Prerequisites: Eng 426, 428, or equivalent reading knowledge of Chaucerian Middle English, and instructor's consent. Boren, S. Greenfield, Malarkey.

Eng 430, 431, 432. Literature of the Renaissance. (G) 3 credit hours each term. 430: Renaissance thought; 431: Renaissance epic and prose narrative; 432: English lyric from Wyatt to Herrick. T. Greenfield, Grudin, Maveety. Not offered 1983-84.

Eng 434. Spenser. (G) 3 credit hours. T. Greenfield.

Eng 436. Advanced Shakespeare. (G) 3 credit hours. Detailed study of selected plays. When offered in spring term or summer session, the course may concentrate on the plays to be presented in Ashland that summer. Johnson.

Eng 437, 438. The Literature of the English Bible. (G) 3 credit hours each term. Study of the literary qualities of the English Bible, with some reference to its influence on English and American literature. Maveety.

Eng 440, 441, 442. 17th-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. Only 440 offered 1983-84.

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 1983-84.

Eng 445. Milton's Major Poems. (G) 3 credit hours. *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Farwell, Maveety.

Eng 450, 451, 452. 18th-Century Literature. (G) 3 credit hours each term. 450: Restoration; 451: primarily Swift and Pope; 452: primarily Johnson and his circle. Sherwood, Taylor.

Eng 460, 461, 462. English Romantic Writers. (G) 3 credit hours each term. Studies in the variety of romantic thought and expression. 460: Blake, Burns, and other writers of the age of gothic and sensibility; 461: Wordsworth, Coleridge, Hazlitt, and other writers of the age of revolution; 462: Byron, Shelley, Keats, and other writers of the second generation. Strange, Teich. Only 460 offered 1983-84.

Eng 470, 471. Victorian Poetry and Prose. (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 deals with works from the 1830s to the mid-1850s; Eng 471, the late 1850s through the 1890s. Stein.

Eng 473, 474. 19th-Century English Fiction. (G) 3 credit hours each term. An introduction to the detailed study of 19th-century English fiction in critical and social perspective. Stevenson. Not offered 1983-84.

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. Griffith.

Eng 480. Major British Writers. (G) 3 credit hours any term. Detailed study of two or three British authors not substantially treated in other courses. May be repeated for credit. Taylor, Weatherhead, Wickes.

Eng 481, 482, 483. Major American Writers. (G) 3 credit hours any term. Detailed study of two or three major authors each term. 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. Sherwood. Not offered 1983-84.

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 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 494. Existentialism and Modern Literature. (G) 3 credit hours. A critical study of 19th- and 20th-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, Handy.

Eng 496, 497. Contemporary American Literature. (G) 3 credit hours each term. A critical study of post-World War II American writing in the context of contemporary aesthetic and cultural developments. Haislip, Handy, Wickes.

Eng 498. Studies in Women and Literature. (G) 3 credit hours any term. Topics may include writers of a particular period, feminist criticism, genre studies, or in-depth studies of one or more selected writers. May be repeated for a maximum of 9 credit hours. Farwell.

Literature: Graduate Courses

Please note: Instructor's consent is required for all 500-level courses.

Eng 501. Research. Credit hours to be arranged. P/N only.

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. P/N only. Gage.

Eng 503. Thesis. Credit hours to be arranged. P/N only.

Eng 505. Reading. 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 credit-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.

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. Love,

Newberry.

Modern Criticism. Handy.

Topics in Folklore and Mythology: Ballad and

Folksong, Folklore Field Work, etc. Sherman, Toelken.

Henry James. Hynes.

James Joyce. Sherwood.

Modern Novel. Wickes.

Recent American Poetry. Weatherhead.

Prose Style. Love.

Eng 508. 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. P/N only. 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 the entire *Beowulf*. S. Greenfield. Not offered 1983-84.

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. Not offered 1983-84.

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 426. Boren, Malarkey.

Eng 520. Topics in the History and Structure of English. 5 credit hours. Graduate-level course in English linguistics. Topics vary according to student and faculty interest. Not offered 1983-84.

Eng 524. Chaucer's *Canterbury Tales*. 4-5 credit hours. A study of the complete *Canterbury Tales*. Prerequisite: Eng 426 or 428 or the equivalent. Boren, S. Greenfield, Malarkey.

Eng 530, 531, 532. Shakespeare. 4-5 credit hours each term. 530: representative comedies of Shakespeare's early, middle, and late periods; 531: historical plays; 532: tragedies. Grudin, T. Greenfield, Johnson. Not offered 1983-84.

Eng 535, 536, 537. Tudor and Stuart Drama. 4-5 credit hours each term. 532: beginnings through Marlowe; 536: Dekker through Jonson; 537: Webster through Ford. Shakespeare not included. T. Greenfield. Not offered 1983-84.

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 1983-84.

Eng 589. Modern American Poetry. 4-5 credit hours. American poetry from the imagists to the present. Weatherhead. Not offered 1983-84.

Eng 590, 591, 592. Modern Fiction. 4-5 credit hours each term. Major tendencies of the fiction of the past hundred years. 590: the rise and development of realism; 591: naturalism; 592: postnaturalism. Griffith, Wickes. Not offered 1983-84.

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. Only 593 offered 1983-84.

Writing: Undergraduate Courses

Note: Wr 40, 49, 91, 92, and 93 are self-support courses, offered through the Continuation Center, 333 Oregon Hall. 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 I. 3 credit hours. A basic writing course that focuses on sentence construction, grammar, mechanics, and punctuation. It begins at the most fundamental level. Depending on performance, students who pass are advised by their instructors to advance to Wr 49 or 121 the following term. Wr 40 carries credit for enrollment (eligibility) but no credit toward graduation; it satisfies no University or college requirements. Recommended for students with Test of Standard Written English (TSWE) scores of 20-29. Wr 40 available through Continuing Education.

Wr 49. Developmental Composition II. 3 credit hours. Concentrates on sentences and paragraphs, with emphasis on organization, structure, punctuation, and usage. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. Wr 49 carries credit

for enrollment (eligibility) but no credit toward graduation; it satisfies no University or college requirements. Recommended for students with Test of Standard Written English (TSWE) scores of 30 to 37. Wr 49 available through Continuing Education.

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. 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 undergraduate credit. Student placement is recommended on the basis of department examinations. Wr 91, 92, 93 available through Continuing Education.

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 thesis and structure in written discourse. Prerequisite: Test of Standard Written English (TSWE) score of 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 researching and writing academic papers. Practice in writing a long paper based on the use of library resources. Prerequisite: Wr 121 or equivalent.

Wr 185. Practical Grammar. 3 credit hours. Focuses on the sentence and its components: parts of speech, phrases, clauses, verbals, and sentence patterns and classifications. In addition to the *forms* words take, the course examines the *functions* words, phrases, and clauses may have in a sentence. The course includes such concepts as syntax, person, number, gender, case, tense, voice, mood, 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: Grade of A in Wr 121, completion of writing requirement, or equivalent. Filloy, 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. 241: fiction; 242: drama; 243: poetry.

Wr 320. Scientific and Technical Writing. 3 credit hours. Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prerequisites: completion of writing requirement and upper-division standing.

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. Prerequisites: completion of writing requirement and upper-division standing.

Wr 324, 325, 326. Short Story Writing. 3 credit hours each term. An upper-division 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. Prerequisite: instructor's consent. 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. Prerequisite: instructor's consent. Mossberg. Not offered 1983-84.

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. Prerequisite: instructor's consent. Haislip, Salisbury.

Wr 404. Writing and Conference. Credit hours to be arranged.

Wr 408. Workshop. (G) Credit hours to be arranged. Optional grading.

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. Prerequisites: completion of writing requirement and upper-division standing or instructor's consent. Gage, Love, Teich.

Wr 430, 431, 432. Senior Creative Writing. 3 credit hours each term. An advanced sequence in short story, poetry, and play writing. Prerequisite: instructor's consent. Haislip, Lyons, Salisbury.

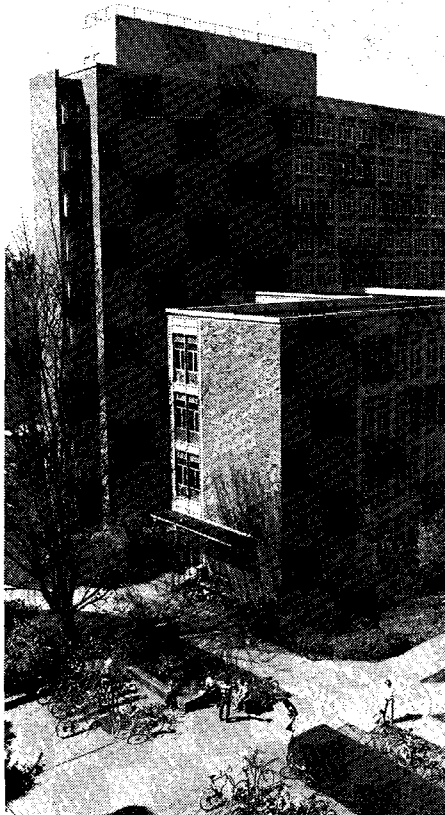
Wr 451, 452, 453. Projects in Writing. 3 credit hours each term. For students who desire advanced instruction and practice in writing short stories, novels, television dramas, nonfiction, etc. Prerequisite: instructor's consent. Haislip, Lyons, Salisbury.

Writing: Graduate Courses

Wr 503. Thesis. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

Wr 504. Writing and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent. Haislip, Lyons, Salisbury.



Folklore and Ethnic Studies

466 Prince Lucien Campbell Hall
Telephone 686-3539
Barre Toelken, Director

Participating Faculty

Edwin L. Coleman II, Ph.D., Associate Professor of English (Black literature, music).

Sharon R. Sherman, Ph.D., Associate 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 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, suppression, and discrimination.

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 credit hours of required lower-division courses, or (2) 21 credit hours of related upper-division courses, which include 6 credit hours of Practicum (ES 409) in field experience and 9 credit hours of lower-division courses in folklore and ethnic studies. By concentrating courses, the student may obtain a certificate which indicates an ethnic studies or a folklore emphasis.

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 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 departmental listings.

Lower-Division Requirements (9-15 credit hours)

ES 101, 102. Introduction to Ethnicity and Ethnic Communities. 3 credit hours each term. History and traditions of minority groups (both nonwhite and white) in the United States; contemporary issues.

ES 103. Ethnic Groups and the American Experience. 3 credit hours. Voices of the ethnic experience in America: literature, autobiography, and oral history.

Eng 151. Introduction to Black Literature. 3 credit hours.

[ES or Eng or other] **199. Special Studies. 1-3 credit hours.** By arrangement with instructor and approval of program director.

Anth 210. Selected Topics in Ethnology. 3 credit hours any term.

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 credit hours required)

Anth 301. Ethnology of Hunters and Gatherers. 3 credit hours.

Anth 302. Ethnology of Tribal Societies. 3 credit hours.

Anth 303. Ethnology of Peasant Societies. 3 credit hours.

ES 310. Scandinavian Minorities in America. 3 credit hours. An examination of the socioeconomic 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 1983-84.

Eng 310. Black Prose. 3 credit hours.

Eng 311. Black Poetry. 3 credit hours.

Eng 312. Black Drama. 3 credit hours.

Ec 315. Urban Economic Problems. 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.

Span 315. Spanish-American Literature. 3 credit hours.

Anth 317. Native North Americans. 3 credit hours.

Anth 318. Native Central Americans. 3 credit hours.

Anth 319. Native South Americans. 3 credit hours.

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. 3 credit hours each term.

Span 328. Chicano Literature. (G) 3 credit hours.

Anth 338, 339, 340. Peoples of Southern and Eastern Asia. 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 credit hours to be arranged.

Eng 410. Experimental Course. (G) Credit hours to be arranged. Recent topics include Native American literature and major Black writers.

Anth 414. Race, Culture, and Sociobiology. (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 439. 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.

DP 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**

Program Committee

M. L. Fulton, M.S., Director and Chair

Jacob Beck, Ph.D., Psychology

LeRoy Klemm, Ph.D., Chemistry

David Moursund, Ph.D., Computer and

Information Science

Mark Reed, Ph.D., Geology

David Sokoloff, Ph.D., Physics

Marliss Strange, M.A., Academic Advising

David Wagner, Ph.D., Biology

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.

Preparation. High school students planning to major in general science should take as much mathematics as possible, including two years of algebra and trigonometry. They should also take science courses in their areas of interest.

Students planning to transfer into the general science program after two years at a community college or at another college or university should complete courses equivalent to the lower-division requirements listed below and as many as possible of the general University graduation requirements for the baccalaureate degree.

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.

Prehealth science students preparing for careers in medicine, dentistry, or other medically-related areas 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.

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); it is **strongly recommended** that students complete the year of calculus (Mth 203).

(2) Completion of one course in computer science (CIS 131, 133, or 201).

(3) Completion of three of the sequences or three-term combinations listed below. At least two of these sequences must be accompanied by the appropriate laboratory sequence.

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. Biology courses numbered Bi 311 to 351, excluding Bi 321 and 322, may be substituted but will not also count toward upper-division requirements.

Chemistry: General Chemistry (Ch 104, 105, 106) with General Chemistry Laboratory I, II, III (Ch 107, 108, 109) or General Chemistry (Ch 204, 205, 206) with laboratories (Ch 207, 208, 209).

Geology: General Geology (Geol 101, 102, 103) with laboratories (Geol 104, 105, 106) or General Geology (Geol 201, 202, 203 includes laboratories).

Physics: General Physics (Ph 201, 202, 203) or General Physics (with Calculus) (Ph 211, 212, 213) with Introductory Physics Laboratory (Ph 204, 205, 206).

Computer and Information Science: Introduction to Computer Science I, II (CIS 201, 203) and Advanced Numerical Computation (CIS 234); or another approved combination.

Psychology: Sensation and Perception (Psy 211), Learning, Thinking, and Conditioning (Psy 212), Introduction to Physiological Psychology (Psy 213); or Introduction to Experimental Psychology (Honors College) (Psy 217, 218, 219).

(4) These lower-division requirements must be completed with a minimum of a C grade point average (2.00 GPA). 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, 400-410, or 507 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 Materials and Processes of Ceramics (Geol 428).

Mathematics: all courses.

Physics: all courses.

Psychology: Psy 302, 430-450.

(2) For students not in the secondary education program, no more than 4 credit hours may be taken that have fewer than two terms of lower-division prerequisites. This means that only one course may be taken from the following: Anth 320-324; Bi 370, 376, 381; Geol 304, 321, 351-354; Mth 425-427; Psy 302. For students in the secondary education program, see details below.

(3) At least 24 of these credit hours must be in graded courses. Only courses graded C and above or P count toward these requirements.

(4) At least 12 credit hours must be completed in one department and at least 9 credit hours in another department.

(5) 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 GPA of 2.50.

(1) Lower-division sequences must include the following:

Biology: The Diversity of Animal Life (Bi 191), The Nature of Animal Life (Bi 192), The Nature of Plant Life (Bi 193). These three courses will be accepted as a three-term sequence in satisfaction of general science major requirements. Three terms selected from Molecular and General Genetics (Bi 311), Cell Physiology (Bi 312), Plant Diversity and Physiology (Bi 330), Animal Physiology (Bi 351) are acceptable substitutes.

Geology: General Geology (Geol 201, 202, 203).

Chemistry with laboratory **or** physics with laboratory.

(2) Climatology (Geog 302). This course counts toward the 30 required upper-division credit hours.

(3) Geology of Oregon and the Pacific Northwest (Geol 352) and Oceanography (Geol 353).

(4) In addition to the general science degree requirements, candidates for endorsement must complete (a) Descriptive Astronomy (Ph 104, 105, 106) and (b) one of the following: Mineral Resources and the Environment (Geol 321), Structural Geology (Geol 391), or Stratigraphy and Sedimentation (Geol 392).

(5) Upper-division courses other than Geog 302 and Geol 321, 352, 353 must have two or more terms of lower-division prerequisites.

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, Berkeley.

Carl L. Johannessen, Ph.D., Professor (biogeography, Central America). B.A., 1950, M.A., 1953, Ph.D., 1959, California, Berkeley.

William G. Loy, Ph.D., Professor (cartography, interpretation of aerial imagery, place-name studies). B.A., 1958, Minnesota; M.S., 1962, Chicago; Ph.D., 1967, Minnesota.

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, Berkeley.

Edward T. Price, Ph.D., Professor Emeritus (North America, cultural geography, historical geography). B.S., 1937, California Institute of Technology; Ph.D., 1950, California, Berkeley.

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., 1962, Minnesota.

Alvin W. Urquhart, Ph.D., Professor (cultural geography, geographic landscapes, environmental alteration). B.A., 1953, M.A., 1958, Ph.D., 1962, California, Berkeley.

Ronald Wixman, Ph.D., Associate Professor (Soviet Union, Eastern Europe, cultural geography). B.A., 1968, Hunter; M.A., 1972, Columbia; Ph.D., 1978, Chicago. On leave 1983-84.

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. 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.

Cluster Requirement. Since fall 1982 new students entering the University with fewer than 30 credit hours must complete a group of courses specifically designated as a cluster in each of three areas: arts and letters, sciences, and social sciences (for details see page 19). Students majoring in geography should consult their advisers to determine which clusters will best support their major.

Proposed Minor

The minor program in geography, proposed to begin in September 1983, is designed to complement the work of students majoring in other fields by introducing them to the point of view of the discipline of geography and its research techniques. Students who elect to minor in geography must complete eight geography courses with grades of C or better, including at least five upper-division courses. Within these eight courses, minors must include at least one *technique* course, such as Reading and Interpretation of Maps (Geog 180) or Cartographic Methods (Geog 311); one *physical geography* course, such as The Natural Environment (Geog 101) or Climatology (Geog 302); and one *regional or cultural geography* course, such as Geography of Europe (Geog 201) or Urban Geography (Geog 435). Remaining courses to complete the minor may be selected to match the student's needs and interests. All interested students should consult an adviser in the Department of Geography.

The geography minor is intended for students majoring in any field that has a regional focus as one of its possible emphases. This includes almost all the social sciences, history, and foreign languages, as well as other fields. It is also intended for students who need an introduction to the techniques of geographic analysis such as map interpretation and cartography, aerial photos, or geographic field methods.

The program is to be flexible. Some distributional breadth across the field is guaranteed by the requirement of at least three different kinds of geography courses. The rest of the minor is planned through consultation between the student and his or her adviser. Every member of the department, aside from the department head and the graduate adviser, serves as an undergraduate adviser.

General Geography Requirements

Fifteen courses, of which ten must be upper division, are required as follows:

(1) Physical Geography. Three courses selected from:

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)
 World Regional Climatology (Geog 487)
 Advanced Biogeography (Geog 489)

(2) Cultural Geography. Three courses selected from:

Landscape, Environment, and Culture (Geog 103)
 Urban Environment (Geog 105)

Environmental Alteration (Geog 370)
 Geography of Energy (Geog 372)
 Political Geography (Geog 433)
 Economic Geography (Geog 434)
 Urban Geography (Geog 435)
 Cultural Geography (Geog 436)
 Geographic Landscapes (Geog 437)
 Geography of Languages (Geog 438)
 Ethnic Geography (Geog 439)

(3) Regional Geography. Three courses selected from:

Geography of Europe (Geog 201)
 Geography of Latin America (Geog 202)
 Geography of Asia (Geog 203)
 Geography of the Soviet Union (Geog 204)
 Geography of Africa (Geog 205)
 Geography of Oregon (Geog 206)
 Geography of the United States (Geog 207)
 Geography of Eastern Europe (Geog 208)
 The South American Tropics (Geog 461)
 Southern South America (Geog 462)
 Geography of Middle America (Geog 463)
 Geography of Western Europe (Geog 464)
 Eastern North America (Geog 467)
 Western North America (Geog 468)
 Cultural Geography of the Soviet West (Geog 469)
 Cultural Geography of the Soviet East (Geog 470)

(4) Techniques of Geographers. Three courses from:

Reading and Interpretation of Maps (Geog 180)
 Cartographic Methods (Geog 311)
 Aerial Photo Interpretation and Remote Sensing (Geog 312)
 Geographic Field Studies (Geog 313)
 Geographic Application of Quantitative Methods (Geog 314)

(5) Any research seminar for undergraduate majors (Geog 407)
 Advanced Cartography (Geog 411)

(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 as follows:

(1) Basic Geography. Three courses to be selected from:

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:

Cartographic Methods (Geog 311)
 Aerial Photo Interpretation and Remote Sensing (Geog 312)
 Geographic Field Studies (Geog 313)
 Geographic Application of Quantitative Methods (Geog 314)
 Political Geography (Geog 433)
 Economic Geography (Geog 434)
 Urban Geography (Geog 435)
 Cultural Geography (Geog 436)
 Geographic Landscapes (Geog 437)
 Eastern North America (Geog 467)
 Western North America (Geog 468)
 Geography of Water Resources (Geog 483)

- (3) Any research seminar for undergraduate majors (Geog 407)
- (4) Survey of Urban and Regional Planning (URP 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 inquire at the secondary education office 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 (HC 407) Senior honors thesis

Environmental Studies

The environmental studies emphasis in geography is broadly interdisciplinary, yet it 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) Sciences.

The Natural Environment (Geog 101)
 General Geology: The Face of the Earth (Geol 101)
 Survey of General, Organic, and Biochemistry (Ch 101, 102, 103)
 Introduction to Physical Anthropology (Anth 104)
 Calculus for the Nonphysical Sciences (Mth 207)
 Human Genetics (Bi 222)

(2) Social Sciences.

Economics of Current Social Issues (Ec 101)
 Landscape, Environment, and Culture (Geog 103)
 Introduction to Cultural Anthropology (Anth 108)
 Introduction to Political Science (PS 207)
 Communities, 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.

Evolution and Ecology (Bi 314)
 Mineral Resources and the Environment (Geol 321)
 Public Service Management (PPPM 322)
 Introduction to Social Research (Soc 327) or Introduction to Social Science Methods (PS 360)
 Democracy and Public Policy (PS 458)
 The Human Environment (Bi 370)

Three of the following:

Introduction to Landscape Architecture (LA 225)
 Understanding Landscapes (LA 260)
 Living in the Environment (LA 290)
 Survey of Urban and Regional Planning (URP 350)
 Critical Issues in the Urban Environment (Arch 439)
 Essential Considerations in Design (Arch 457)
 Ecological Implications in Design (Arch 434)
Three other environmentally related courses approved by adviser.

Graduate Studies

Graduate work leading to both the Master of Arts and the Doctor of Philosophy degrees is offered. The department also supervises an interdisciplinary Master of Science program with 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 Graduate 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 carbon 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 (MAT) or the Graduate Record Examination (GRE) Aptitude Test; (5) a statement concerning interests to be pursued at the University; (6) if appropriate, the application for a graduate assistantship or fellowship award. Preference for fall admission is 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 geography courses taken by M.A. candidates in geography are to be graded Pass/No pass (P/N). The program must include the following:

- (1) The courses listed below or their equivalents, if previously completed: Geomorphology (Geog 301), Climatology (Geog 302), and Biogeography (Geog 303)

Cartographic Methods (Geog 311) and Aerial Photo Interpretation and Remote Sensing (Geog 312)

Geographic Field Studies (Geog 313)
 Cultural Geography (Geog 436[G]) and Geographic Landscapes (Geog 437[G])

- (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 Research (Geog 501) and Reading and Conference (Geog 505) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credit hours. Prospective candidates should pay particular attention to the systematic specialization and regional interests of the staff before applying for admission.

All geography courses taken by Ph.D. candidates in geography are to be graded Pass/No pass (P/N).

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 of comprehensive, written examinations in (a) regional geography of an area such as North America, Middle America, arid lands, or Western Europe; (b) a systematic field of geography such as geomorphology, climatology, biogeography, population and settlement geography, cultural geography, urban geography, or economic geography; (c) geographic thought and method.

(5) An approved field of study in a department or departments suggested by the student.

(6) A dissertation presenting the results of research of a substantive and original nature on a significant geographic problem.

The dissertation must be approved by a faculty committee and presented at a public lecture.

Financial Assistance

A limited number of 0.3 full-time-equivalent (FTE) graduate teaching fellowships with stipends of approximately \$4,500 for the academic year, September to June, are available. A few fellowships for smaller stipends may also be available. Fellows are exempt from tuition but do pay a small fee each term. 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 College Work-Study Program (under federal funding for students from low-income families) provides an alternative means of financial assistance. The Department of Geography has several positions under this program at a maximum of 20 hours per week and a rate of approximately \$4.00 per hour. For work-study certification and for applications for loans or grants, a separate request for forms should be made to the Office of Student Financial Aid, 260 Oregon Hall, University of Oregon, Eugene, Oregon 97403.

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. Sciences group course. Johannessen, McDowell, Patton.

Geog 103. Landscape, Environment, and Culture. 3 credit hours. An introductory cultural geography course that focuses on the ways in which various cultures have evaluated, used, and modified the landscapes and environments they have occupied. Social sciences cluster course. Urquhart, Wixman.

Geog 105. Urban Environment. 3 credit hours. An introductory urban geography course that examines the character of cities and ways of life in urban locations around the world. Social sciences cluster course. 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 Studies. 1-3 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. Social sciences cluster course. 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. Social sciences cluster course. Not offered 1983-84.

Geog 203. Geography of Asia. 3 credit hours. An introduction to the major physical and cultural realms of Asia, excluding Soviet Asia. Social sciences cluster course. Not offered regularly.

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. Social sciences cluster course. Not offered 1983-84.

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. Social sciences cluster course. Urquhart.

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. Social sciences cluster course. 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. Social sciences cluster course. 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 socioeconomic development in Eastern Europe. Social sciences cluster course. Wixman. Offered 1983-84 and 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. Sciences cluster course. 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. Sciences cluster course. 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. Sciences cluster course. 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. The 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 408. Workshop. Credit hours to be arranged.

Geog 409. Supervised Tutoring. Credit hours to be arranged. P/N only.

Upper-Division Courses Carrying Graduate Credit

Geog 407. Seminar. (G) 3 credit hours. 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. Environmental Studies. Urquhart. Geomorphic Hazards. McDowell. Oregon Landscapes. Searl. Place-Name Geography. Loy.

Geog 410. Experimental Course. (G) 3 credit hours. Credit hours to be arranged.

Geog 411. Advanced Cartography. (G) 3 credit hours. Advanced map construction, preparation of graphs and diagrams, and a final individual project. Loy.

Geog 433. Political Geography. (G) 3 credit hours. Global political patterns and variable resources, impact of boundaries on the landscape, voting distributions, and locations and consequences of differing jurisdictions.

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. Not offered 1983-84.

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. Not offered 1983-84.

Geog 439. Ethnic Geography. (G) 3 credit hours. The relationship of landscape, environmental perception, and sociogeographic phenomena to ethnicity. World distribution and diffusion of ethnic groups. Wixman. Offered alternate years; not offered 1983-84.

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 regularly.

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 regularly.

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 1983-84.

Geog 467. Eastern North America. (g) 3 credit hours. Growth of major regions from Atlantic colonies. Agriculture, industry, population, and metropolitan centers. Smith.

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. Wixman. Offered alternate years; not offered 1983-84.

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; not offered 1983-84.

Geog 482. Advanced Geomorphology. (G) 3 credit hours. A detailed examination of one of the principal landforming processes, their characteristics in time and space, and the resulting landforms. Prerequisite: Geog 301 or instructor's consent. 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. Not offered 1983-84.

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. Not offered 1983-84.

Geog 489. Advanced Biogeography. (G) 3 credit hours. 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. Prerequisite: Geog 303. Johannessen.

Graduate Courses

Geog 501. Research. Credit hours and topics to be arranged.

Geog 502. Supervised College Teaching. Credit hours to be arranged. P/N only.

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. Credit hours to be arranged. The following topics are offered in graduate seminars for 1983-84:

Plant Domestication. Johannessen.

Linguistic Geography of Western Europe. Patton.

Landscape Studies. Urquhart.

Quaternary Environments. Bartlein.

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 offered regularly.

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., 1949, Birmingham, England; Ph.D., 1971, University of East Africa.

Ewart M. Baldwin, Ph.D., Professor Emeritus (stratigraphy, regional geology). B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell. Not teaching 1983-84.

Sam Boggs, Ph.D., Professor (sedimentation, sedimentary petrology). B.S., 1956, Kentucky; Ph.D., 1964, Colorado.

Gordon G. Goles, Ph.D., Professor (geochemistry). A.B., 1956, Harvard; Ph.D., 1961, Chicago. On leave 1983-84.

William T. Holser, Ph.D., Professor (mineralogy, geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., 1950, Columbia.

M. Allan Kays, Ph.D., Professor (metamorphic and igneous petrology). B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington.

Ernest H. Lund, Ph.D., Professor Emeritus (general geology). B.S., 1944, Oregon; Ph.D., 1950, Minnesota. Not teaching 1983-84.

Alexander R. McBirney, Ph.D., Professor (igneous petrology, volcanology). B.S., 1946, United States Military Academy, West Point; Ph.D., 1961, California, Berkeley.

William N. Orr, Ph.D., Associate Professor (micro-paleontology, biostratigraphy). B.S., 1961, Oklahoma; M.A., 1963, California, Riverside and Los Angeles; Ph.D., 1967, Michigan State.

Mark H. Reed, Ph.D., Assistant Professor (mineral deposits, hydrothermal geochemistry). B.A., 1971, Carleton; M.S., 1974, Ph.D., 1977, California, Berkeley.

Gregory J. Retallack, Ph.D., Assistant Professor (paleobotany, paleosols). B.A., 1973, MacQuarie; Ph.D., 1978, New England University, Australia.

Jack M. Rice, Ph.D., Associate Professor (geochemistry, petrology). A.B., 1970, Dartmouth; M.S., 1972, Ph.D., 1975, Washington.

Norman M. Savage, Ph.D., Professor (Paleozoic paleontology, stratigraphy). B.Sc., 1959, Bristol; Ph.D., 1968, Sydney.

Lloyd W. Staples, Ph.D., Professor Emeritus (mineralogy, economic and engineering geology). A.B., 1929, Columbia; M.S., 1930, Michigan; Ph.D., 1935, Stanford. Not teaching 1983-84.

Harve S. Waff, Ph.D., Associate Professor (experimental geophysics at high pressures). B.S., 1962, William and Mary; M.S., 1966, Ph.D., 1970, Oregon.

Daniel F. Weill, Ph.D., Professor (experimental petrology, geochemistry). B.A., 1956, Cornell; M.S., 1958, Illinois; Ph.D., 1962, California, Berkeley. On leave 1983-84.

Participating Faculty

Arthur J. Boucot, Ph.D., Courtesy Professor (paleontology, evolution). A.B., 1948, A.M., 1949, Ph.D., 1953, Harvard.

Jane Gray, Ph.D., Professor of Biology (paleobotany, palynology). B.A., 1951, Radcliffe; Ph.D., 1958, California, Berkeley.

Allan B. Griggs, Ph.D., Courtesy Professor (regional and economic geology); Research Geologist. B.S., 1932, Oregon; Ph.D., 1952, Stanford.

Martha A. Sherwood-Pike, Ph.D., Courtesy Assistant Professor (mycology and paleomycology). B.A., 1970, Oregon; Ph.D., 1977, Cornell.

Special Staff

Michael B. Shaffer, B.S., Research Assistant (electron beam microanalysis). B.S., 1978, Oregon.

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 a historical context of geologic time. It is a science that explores problems by combining field investigations with laboratory experiments and theoretical studies.

Preparation. High school students planning to major in geology should include in their high school program algebra, geometry, trigonometry, geography, and science (physics, chemistry, biology, 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.

Careers. Career opportunities for geologists are best for students holding advanced degrees. A wide variety of professional positions are open to students with Master of Science degrees, including work in applied geology with petroleum and mining companies, consulting firms, and state and federal agencies.

Geologists with Doctor of Philosophy degrees have further opportunities in university and college teaching and research positions in federal agencies and private industry. Students are therefore advised to obtain a graduate degree for most professional positions. 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, are recommended; but Geol 101, 102, 103, 4 credit hours each, plus General Geology Laboratory—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); General Chemistry Laboratory-I, II, III (Ch 107, 108, 109, 2 credit hours each); and General Physics (Ph 201, 202, 203, or General Physics [with Calculus], Ph 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, 4 credit hours) or Thermodynamic Geochemistry (Geol 461, 4 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 the department, for example, Classical Mechanics (Ph 324, 325, 4 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, 433, 3 credit hours each).

Geology-Paleontology Curriculum

Lower-division students are required to take General Geology (Geol 201, 202, 203, 4 credit hours each, are recommended; but Geol 101, 102, 103, 4 credit hours each, plus General Geology Laboratory—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 Statistical Methods (Mth 425, 3 credit hours); General Chemistry (Ch 104, 105, 106, 3 credit hours each); General Chemistry Laboratory I, II, III (Ch 107, 108, 109, 2 credit hours each); General Physics (Ph 201, 202, 203, 4 credit hours each); and a minimum of 15 credit 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, 433, 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, 4 credit hours each) is a prerequisite for many 300-level biology courses which are in turn prerequisites for the majority of the more advanced biology courses.

Grade Options and Standards. Geology undergraduates must take for grades (Pass/No pass not acceptable) all geology courses required in their program for graduation. Required courses taken outside the geology department (e.g., mathematics, chemistry, physics, biology, scientific and technical writing) must also be taken for grades. All required courses must be completed with grades of C or better (D grades are not acceptable).

Proposed Minor

The legislative procedure to approve a minor in geology beginning September 1983 is under way. It is proposed that majors in other disciplines who want to minor in geology begin with General Geology—either Geol 101, 102, 103 with laboratories (Geol 104, 105, 106) or Geol 201, 202, 203. In addition, a minimum of 15 upper-division credit hours must be completed with grades of C or better. Appropriate

courses are listed below.

Mountains and Glaciers (Geol 293), The Fossil Record (Geol 304), Lithology (Geol 311), Mineral Resources and the Environment (Geol 321), Mineralogy (Geol 325, 326), Geology of Oregon and the Pacific Northwest (Geol 352), Oceanography (Geol 353), Geology of the Moon and Planets (Geol 354), Geologic Field Methods (Geol 380), Structural Geology (Geol 391), Stratigraphy and Sedimentation (Geol 392), Petrology and Petrography (Geol 414, 415, 416), Electron Beam Analysis in Mineralogy and Petrology (Geol 419), Activation Analyses in Petrology and Geochemistry (Geol 420), Petroleum Geology (Geol 422), Economic Mineral Deposits (Geol 423), Properties of Crystals (Geol 425), Materials and Processes of Ceramics (Geol 428), Paleontology (Geol 431, 432, 433), Paleopedology (Geol 435), Methods of Pollen Analysis (Bi 435), Pacific Coast Geology (Geol 451), Thermodynamic Geochemistry (Geol 461), Tectonics (Geol 462), General Geophysics (Geol 463), Exploration Geophysics (Geol 464), Geochemistry (Geol 470), Photogeology (Geol 473), Paleocology (Bi 491). Individual students are encouraged to make up their own programs subject to the approval of the Department of Geology Curriculum Committee.

Possible Curricula for Science Majors. (1)

Physics: Geol 391, 462, 463, 464.

(2) Chemistry: Geol 325, 326. Following Geol 326, students with an interest in inorganic chemistry may want to choose two additional courses from Geol 414, 415, 425, 461, 470. Students interested in organic chemistry might choose two additional courses from Geol 391, 392, 422.

(3) Biology: Geol 304, 352, 353, 392, 431, 432, 433.

Possible Curricula for Nonscience Majors.

Students majoring in disciplines outside the natural sciences should choose a minimum of four upper-division courses from the list of appropriate courses which are compatible with their individual interests. Students with a minimal mathematics background should restrict their course selections to the following: Geol 304, 311, 321, 325, 326, 327, 352, 353, 354, 380, 391, 392, 414, 415, 416, 420, 422, 428, 431, 432, 433, 435, 451, 473, and Bi 435.

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 inquire at the secondary education office in the College of Education.

Graduate Studies

The Department of Geology offers programs of graduate study leading to Master of Science (M.S.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) degrees with opportunity for research in a wide variety of specialty fields. Course work is designed to meet individual needs, and students may pursue independent research in mineralogy, petrology, geochemistry, volcanology, paleontology, stratigraphy, sedimentary petrology, geophysics, structural geology, and economic geology. The master's 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 (GRE), 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 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 are expected to have 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 are asked to submit results of the GRE Advanced Test in Geology. Where these results fall below the departmental standard (65th percentile) in any of the three areas, the student's guidance committee works out with the student a course schedule designed to correct that deficiency.

The primary basis for this schedule is 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, 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 is generally corrected by taking Field Geology (Geol 480) or an equivalent course. Course work taken to correct deficiencies may be on a Pass/No pass or graded basis, or with the approval of the student's guidance committee by registered audit or by challenge.

The basic University requirements for graduate degrees are described in the Graduate School section of this catalog. The department sets additional examination, course work, seminar, foreign language (M.A. and Ph.D.), and thesis requirements. Applicants should write directly to the Department of Geology for details of these requirements.

Programs

Graduate study in geology may be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, stratigraphy-sedimentary petrology-paleontology, structure-geophysics, and economic geology (mineral deposits). 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 geology 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 Cascade Mountains 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; calculations of multicomponent equilibria in aqueous systems; 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 western North America 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 electromagnet-induction profiles in terms of the distribution of partially molten zones within the mantle.

Economic Geology (Mineral Deposits).

Current research on ore deposits includes studies of porphyry copper deposits, epithermal veins, volcanogenic massive sulfides, and sediment-hosted gold and base metal deposits. These research efforts combine field mapping, petrography, and chemical analyses with theoretical chemical modeling of processes of ore fluid generation, alteration, and mineralization (e.g., seawater-basalt reaction, boiling of epithermal solutions, effects of cooling of hydrothermal solutions).

Related Research Activities

The Center for Volcanology consists of an informal, voluntary group of departmental faculty 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 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 mantlelike 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 in 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 Earth's Dynamic Interior. 4 credit hours. General introduction to the earth as an evolving planet 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, one optional field trip per term (for which there is a transportation charge). The complementary laboratory course (Geol 104) is recommended but not required. **Note:** formerly Geol 102; permanent approval pending.

Geol 102. General Geology: The Face of the Earth. 4 credit hours. Continuation of General Geology: The Earth's Dynamic Interior (Geol 101) 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, one optional field trip per term (for which there is a transportation charge). The complementary laboratory course (Geol 105) is recommended but not required. **Note:** formerly Geol 101; permanent approval pending.

Geol 103. General Geology: Earth History. 4 credit hours. The origin of the earth and its early history. The geologic time scale. The nature of fossils and methods of fossilization. Methods of correlation. Sedimentary environments. Sea-floor spreading, subduction, volcanism, orogenesis. Transgressions and regressions. The Precambrian and the origin of life. The stratigraphic history of North America during the Paleozoic, Mesozoic, and Cenozoic eras. The evolution of plants, invertebrate and vertebrate animals. Three lectures and one demonstration/discussion per week, 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. Retalack.

Geol 104, 105, 106. General Geology Laboratory. 1 credit hour each term. Laboratory studies recommended to supplement and complement the correlative parts of Geol 101, 102, 103. Identification and properties of minerals and rocks, how to read topographic and geologic maps and use aerial photographs, reproduction of geological processes by model studies, fossils as evidence of evolutionary processes. One two-hour session per week. Corequisites: Geol 101, 102, 103.

Geol 199. Special Studies. 1-3 credit hours. Studies of special geologic topics that 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. Approved Honors College courses. 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). Baker, Orr, Rice.

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 alternate years; not offered 1983-84.

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. Prerequisite: high school chemistry. Not offered 1983-84.

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. Baker, McBirney.

Geol 304. The Fossil Record. 3 credit hours.

Origin of life in the Precambrian era; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; discussion of speciation and extinction; general examination of environments through time. Intended for juniors and seniors majoring in areas other than geology but may be taken by geology majors not specializing in paleontology. Savage.

Geol 311. Lithology. 3 credit hours.

The origin, occurrence, and classification of rock types. Laboratory examination and classification of rocks in hand specimens. Two lectures, one laboratory. Prerequisite: Geol 326. Kays.

Geol 321. Mineral Resources and the Environment. 3 credit hours.

The physical aspects of human beings' relation to their 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, are presented. Open to students in any field. Three lectures (brief discussions welcomed during lectures), term projects. Kays.

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. 325: crystal structure, symmetry, physical and chemical properties of minerals, X-ray powder diffraction; 326: optimal crystallography, polarizing microscope, description, identification, and occurrence of nonsilicate minerals; 327: description, identification, and occurrence of silicate minerals. Two lectures, two laboratories. Prerequisites: Ch 104, 105, 106; Ch 107, 108, 109; Geol 201, 202, or 101, 102; high school trigonometry, Mth 102, or Mth 115. Holser.

Geol 328. Materials and Processes of Ceramics. 3 credit hours.

Not offered 1983-84; see Geol 428(g).
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. Baker, Waff.

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). Prerequisites: Geol 101, 102 or equivalents. Retallack, Rice.

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, law, and coastal processes off Oregon. Open to students in any field. Two lectures, one demonstration/discussion. Orr.

Geol 354. Geology of the Moon and Planets. 3 credit hours.

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. Gales. Not offered 1983-84.

Geol 380. Geologic Field Methods. 3 credit hours.

Introduction to geologic field methods. Use of Brunton compass, plane table and alidade, altimeters; elementary topographic mapping; field mapping of selected areas using base maps and aerial photographs; techniques for measuring stratigraphic sections. One hour of lecture, four hours of field work (Saturday) each week. Prerequisites: Geol 201, 202, 203 (or Geol 101 through 106), Geol 391, 392. Not offered 1983-84.

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. Prerequisites: 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). Prerequisites: Geol 201, 202, 203, or Geol 101, 102, 203. Boggs.

Geol 401. Research. Credit hours to be arranged. P/N only.

Geol 405. Reading and Conference. Credit hours to be arranged. P/N only.

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 areas. Projects include mapping on topographic and airphoto bases, and plane table-alidade methods. Offered summer session only; meets in the field for six weeks immediately after spring term. Prerequisites: Geol 201, 202, 203, or 101 through 106; Geol 391, 392. A course in mineralogy and lithology recommended.

**Upper-Division Courses
Carrying Graduate Credit**

Geol 407. Seminar. (G) Credit hours to be arranged.

Geol 408. Workshop. (g) Credit hours to be arranged.

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.

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. 414: igneous rocks; 415: metamorphic rocks; 416: sedimentary rocks. Three lectures, two laboratories. Prerequisites: Ph 201, 202, 203; Geol 325, 326, 327. Boggs, Kays, McBirney.

Geol 418. Methods of Petrologic Analysis. (G) 4 credit hours. Methods of studying rocks and minerals by conventional laboratory techniques with emphasis on optical and X-ray methods. During the course students carry out a detailed study of all mineral phases in a coarse-grained igneous rock and evaluate the relative merits of different techniques. Enrollment limited. Prerequisites: Geol 414, 415. McBirney. Offered 1983-84 and alternate years.

Geol 419. 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 lectures, one laboratory. Prerequisites: Geol 325, 326, 327 and first-year physics or instructor's consent. Offered 1983-84 and alternate years.

Geol 420. Activation Analyses in Petrology and Geochemistry. (G) 3 credit hours.

Theory and applications of nuclear activation techniques in analyses of rocks and minerals, with comparisons to X-ray fluorescence techniques. Introduction to nuclear physics; types of activation and of radioactive decay; radiation detection systems and data reduction; applications to specific elements; complementary use of X-ray fluorescence techniques for determining contents of minor and trace elements. All students will have the opportunity to analyze samples of interest to them, to gain practical experience. Prerequisite: Geol 419 or instructor's consent. Gales. Offered alternate years beginning 1984-85.

Geol 421. Engineering Geology. (G) 3 credit hours. Not offered 1983-84.

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. Prerequisites: Geol 391, 392. Boggs. Offered alternate years; not offered 1983-84.

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. For all deposits, coverage includes geologic setting, tectonic setting, chemistry of ore deposition, chemistry of hydrothermal alteration, and constraints on deposit genesis. Readings from the current literature. Specimen suites from numerous mining districts studied in laboratory. Prerequisites: Geol 325, 326, 327; corequisite: Geol 414. Reed.

Geol 425. Properties of Crystals. (G) 3 credit hours.

Continuing beyond elementary mineralogy, and using modern theory to explain physical properties of minerals in order to apply them to problems in petrology, geochemistry, and geophysics. A review of the principles of bonding, packing structures, and silicate structures will be followed by an exposition of lattices, point groups, and space groups. Attention will be devoted to various aspects of mineral transformations, such as polymorphism, twinning, order-disorder, exsolution, and spinodal decomposition. Detailed discussion of physical properties will concentrate on those of special interest, such as paleomagnetism and plastic deformation. The approach emphasizes concepts and models from an atomistic and structural rather than a mathematical point of view. Three lectures. Prerequisites: Geol 325, 326, 327, or one year of college chemistry. Holser. Offered alternate years; not offered 1983-84.

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 per week; two half-day field trips. Holser. Given irregularly; not offered 1983-84.

Geol 431, 432, 433. Paleontology. (G) 3 credit hours each term.

431: biostratigraphy, evolution, and paleoecology of invertebrates; systematic consideration of invertebrates with emphasis on groups abundant in the Paleozoic era. 432: systematic consideration of invertebrates with emphasis on groups abundant in the Mesozoic era. 433: systematic consideration of invertebrates and vertebrates with

emphasis on groups abundant in the Cenozoic era. Two lectures, one laboratory. Prerequisite: Geol 103 or 203. Savage, Orr, Retalack.

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/laboratory meetings each week. Prerequisite: instructor's consent. Gray.

Geol 435. Paleopedology. (G) 3 credit hours. Classification of modern soils; factors in soil formation; methods of mapping and naming fossil soils in the field; distinctive features of soils in hand specimens and petrographic thin sections; interpretations of ancient environments from features of fossil soils; evolution of different kinds of soils through geological time. Prerequisite: Geol 326. Lectures and laboratories. Retalack. Offered alternate years beginning 1984-85.

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, two field trips (for which there is a transportation charge). Prerequisites: Geol 392 and senior or graduate standing. Retalack. Offered 1983-84 and alternate years.

Geol 455. Studies in Physical Geology. (g) 3 credit hours. Topics include earth materials, geologic processes, and landform development. Classroom is supplemented with field trips. The course is not meant to satisfy course requirements for graduate degrees in science. Prerequisite: upper-division standing. Offered infrequently, summer session only.

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 for graduate degrees in science. Choice of several field trips on weekends. Prerequisite: upper-division standing. Offered infrequently, summer session only.

Geol 461. Thermodynamic Geochemistry. (G) 4 credit hours. 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 physico-chemical conditions in the earth; thermodynamic basis for phase equilibrium diagrams. Prerequisites: Geol 325, one year of college chemistry, elementary calculus, or instructor's consent. Weill.

Geol 462. Tectonics. (G) 3 credit hours. Large-scale processes of orogeny, sea-floor spreading, and plate tectonics with emphasis on current research. Three lectures. Prerequisites: Geol 391, 392, or instructor's consent. Baker. Offered alternate years; not offered 1983-84.

Geol 463. General Geophysics. (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. Prerequisites: one year of calculus and physics or instructor's consent. Waff. Offered 1983-84 and alternate years.

Geol 464. Exploration Geophysics. (G) 4 credit hours. Theory and application of geophysical methods used in geologic mapping and resource exploration. Gravity and magnetic surveys and their interpretation; exploration seismology; electrical and electromagnetic methods; radioactivity surveys; remote sensing. Lectures and laboratory or field exercises. Prerequisites: one year of calculus and physics; Geol 391, Geol 463 or instructor's consent. Waff. Offered alternate years; not offered 1983-84.

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. Prerequisites: Geol 325, 326, 327; or Ch 441, 442, 443; or instructor's consent. Reed, Rice.

Geol 473. Photogeology. (G) 3 credit hours. Geologic interpretation of air photographs, including simple photogrammetry, methods of photogeologic mapping, use of stereometers, introduction to remote sensing. Laboratory exercises in a variety of problems of photogeological interpretation. Lectures and laboratories. Prerequisites: Geol 201, 202, or 101, 102; Geol 391, 392. Baker. Offered 1983-84 and alternate years.

Bi 491. Paleocology. (G) 3 credit hours. Paleocology (historical ecology) of nonmarine organisms, especially those of the terrestrial environment, with emphasis on the Cenozoic era. The course surveys the principal approaches and organisms available to the nonmarine paleoecologist. Topics may vary from year to year. Prerequisite: instructor's consent. Gray.

Graduate Courses

Geol 501. Research. Credit hours to be arranged. P/N only.

Geol 503. Thesis. Credit hours to be arranged. P/N only.

Geol 505. Reading and Conference. Credit hours to be arranged. P/N only.

Geol 506. Field Studies. Credit hours to be arranged. Geologic field work principally in connection with graduate theses. Emphasis on individual problems. Prerequisites: graduate standing, thesis adviser's consent. P/N only.

Geol 507. Seminar. Credit hours to be arranged.

Geol 510. Experimental Course. Credit hours to be arranged.

Geol 514. Advanced Metamorphic Petrology. 4 credit hours. The origin and genetic relations of metamorphic rocks, emphasizing factors and processes involved in metamorphic recrystallization; study of well-defined equilibria for a range of metamorphic conditions; microscopic examination of rock suites selected for study of petrologic principles and problems. Two lectures, two laboratories. Prerequisite: Geol 415. Kays. Offered 1983-84 and alternate years.

Geol 515. Advanced Igneous Petrology I. 3 credit hours. Igneous rocks of differentiated basic intrusions and the oceans. Course content varies each year according to current research interests. Selected rock suites are examined microscopically. Lectures, laboratories. Prerequisites: Geol 414, 461 or equivalents. McBirney. Offered alternate years; not offered 1983-84.

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, one laboratory. Prerequisites: Geol 414, 461 or equivalents. McBirney. Offered alternate years; not offered 1983-84.

Geol 520. Advanced Mineral Deposits. 3 credit hours. Investigation of hypotheses of origin of mineral deposits; geochemistry of hydrothermal and sedimentary deposits of precious and base metals. Students report on the chemistry and geology of ore-forming environments. Prerequisite: Geol 423. Reed. Offered 1983-84 and alternate years.

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 textual analysis. Two lectures, one laboratory. Prerequisites: Geol 392, 416. Boggs. Offered 1983-84 and alternate years.

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 as well as interpretation of these rock properties. Two lectures, one laboratory. Prerequisites: Geol 392, 416. Boggs. Offered alternate years; not offered 1983-84.

Geol 525. Stratigraphy of North America. 3 credit hours. Stratigraphic framework of the United States and neighboring countries. Three lectures. Prerequisite: Geol 392. Boggs. Offered 1983-84 and alternate years.

Geol 526. Global Stratigraphy. 3 credit hours. Examination of the major stratigraphic events of geologic history from the Precambrian era to the present. Possible relationships are discussed between orogenesis, continental drift, plate tectonics, geosyncline formation, marine transgression and regression, and climatic variation. 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. Limited to seniors and graduate students. Savage. Offered alternate years; not offered 1983-84.

Geol 531, 532. Advanced Paleontology. 3 credit hours each term. Applied problems in paleontology, principles of taxonomy. Problems and theory of biostratigraphy, manuscript preparation. Collection, preparation, and scientific illustration of fossil specimens. Survey of classical paleontological literature, readings on specific problems in paleontology, problems in ecology and paleoecology. Two lectures, one laboratory; field trips to collecting localities. Savage. Offered alternate years; not offered 1983-84.

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 laboratories. Prerequisite: Geol 103 or 203. Orr. Offered 1983-84 and alternate years.

Geol 541. Archaeological Geology. 3 credit hours. Application of geology to the practices of archaeology. A review of the essential principles of mineralogy, petrology, and stratigraphy is followed by topical discussions of the various applications of geologic methods to archaeological investigation: petrologic examination of the materials of stone-tool industries; characterization and tracing of stone implements; geological stratigraphy; physical techniques of dating materials and deposits; alluvial deposits and stream terraces; interpretation of sediments, soils, stone resources, and environmental geology at archaeological sites. Intended for majors in archaeology. Lectures, laboratories. Prerequisites: graduate standing and instructor's consent; previous course work in a physical science is recommended. Goles. Offered infrequently; not offered 1983-84.

Geol 561. Advanced Geochemistry I: Cosmochemistry. 3 credit hours. Origin of elements and the solar system; classification, petrological and geochemical characteristics, ages, and origins of meteorites; lunar geochemistry, petrology, structure, and origin; available information on geochemical features of planetary bodies other than the earth and the moon. Prerequisite: Ch 442, Geol 461, or instructor's consent. Goles. Offered alternate years beginning 1984-85.

Geol 562. Advanced Geochemistry II: Thermodynamic Applications. 3 credit hours. Review of topics in the scientific literature of geochemistry, petrology, and mineralogy emphasizing the thermodynamic approach; chemical and physical properties of silicate melts; phase equilibria, geothermometry-barometry in igneous systems; measurement and

evaluation of thermodynamic data. Prerequisite: Geol 414, 416 or instructor's consent. Weill. Offered alternate years; not offered 1983-84.

Geol 563. Advanced Geochemistry III: Low-Temperature Geochemistry. 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 instructor's consent. Holser. Offered 1983-84 and alternate years.

Geol 564. Advanced Geochemistry IV: Metamorphic Geochemistry. 3 credit hours. Thermodynamics of rock-forming solid solutions; excess mixing functions; partitioning of elements among silicate minerals and metamorphic fluids; subsolidus geothermometry and geobarometry; dehydration and mixed-volatile equilibria, algebraic and geometric approaches to chemical reactions. Lectures. Prerequisite: Geol 415, 416 or instructor's consent. Rice. Offered 1983-84 and alternate years.

Geol 565. Advanced Geochemistry V: Igneous Geochemistry. 3 credit hours. Survey of theoretical aspects of analytical techniques; distribution of minor and trace elements among igneous phases; nature of the earth's upper mantle; trace-element evidence concerning origins of basaltic magmas; magmatic differentiation. Prerequisite: Ch 442, Geol 414 or 461, or instructor's consent. Goles. Offered alternate years beginning 1984-85.

Geol 571, 572, 573. Geophysics. 3 credit hours each term. Selected topics in geophysics. Subject matter to be selected by the instructor; previous topics have included seismology and dynamics of the upper mantle. Lectures. Prerequisite: instructor's consent. Waff. Offered alternate years; 571 offered 1983-84.

Geol 591. Advanced Structural Geology. 3 credit hours. Selected topics in structural geology and tectonics: theory of rock fracture; structural effects of pore fluids and magma bodies; structures of volcanic complexes and of volcanic fields and the influence of stresses; Cenozoic tectonics and volcanism of selected regions. Prerequisite: Geol 391. Baker. Offered alternate years; not offered 1983-84.

Geol 592. Volcanology. 2 credit hours. The products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. Two lectures. McBirney. Offered alternate years; not offered 1983-84.

Germanic Languages and Literatures

202 Friendly Hall
Telephone 686-4051
Peter B. Gontrum, Department Head

Faculty

Laura H. Desertrain, Ph.D., Visiting Assistant Professor (Scandinavian literature). B.A., 1976, M.A., 1979, Washington; Ph.D., 1982, Wisconsin, Madison.

Edward Diller, D.M.L., Professor (20th-century literature). B.A., 1953, California, Los Angeles; M.A., 1954, Los Angeles State; D.M.L., 1961, Middlebury.

Peter B. Gontrum, Ph.D., Professor (20th-century literature, poetry). A.B., 1954, Haverford; M.A., 1956, Princeton; Ph.D., 1958, Munich.

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.

Edmund P. Kremer, J.U.D., Professor Emeritus. J.U.D., 1924, Frankfurt am Main.

Wolfgang A. Leppmann, Ph.D., Professor (Goethe, 18th-century literature). B.A., 1948, M.A., 1949, McGill; Ph.D., 1952, Princeton.

Beth E. Maveety, Ph.D., Assistant Professor (teacher training, German literature). B.A., 1937, M.A., 1966, San Jose State; Ph.D., 1969, Oregon.

James R. McWilliams, Ph.D., Associate Professor (19th- and 20th-century literature). B.A., 1951, M.A., 1957, Ph.D., 1963, California, Berkeley. On leave winter, spring 1984.

Thomas R. Nadar, Ph.D., Visiting Assistant Professor (German language and area studies). B.A., 1967, Notre Dame; M.A., 1968, Ph.D., 1974, Michigan.

Roger A. Nicholls, Ph.D., Professor (drama, 19th-century literature). B.A., 1949, Oxford; Ph.D., 1953, California, Berkeley.

Helmut R. Plant, Ph.D., Associate Professor (Germanic philology, paleography). B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati. On leave fall 1983, winter 1984.

Ingrid A. Weatherhead, M.A., Senior Instructor (Norwegian language, literature). B.A., 1950, M.A., 1951, Puget Sound.

Astrid M. Williams, Ph.D., Professor Emerita. B.S., 1921, M.A., 1932, Oregon; Ph.D., 1934, Marburg.

Jean M. Woods, Ph.D., Associate Professor (16th-century, baroque, and 18th-century literature). B.A., 1948, Wellesley; M.A., 1965, Ph.D., 1968, Oregon. On leave 1983-84.

Virpi Zuck, Ph.D., Associate Professor (Scandinavian literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison. On leave fall 1983, winter 1984.

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 generally 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) or Business German (Ger 216).

Except in very unusual cases, the department will not accept a grade of D in any course counted toward fulfilling requirements for a major in German or German and Scandinavian.

Undergraduate majors planning to teach English in Germany are advised to take Applied German Phonetics (Ger 498) and English grammar courses.

To receive proper academic guidance all premajors are urged and all majors are required to take Special Studies: Advising Conference (Ger 199) at least once prior to their senior year.

Honors. To earn a Bachelor of Arts with Honors, a student must maintain a 3.50 grade point average and write an honors essay or thesis approved by the department honors committee for 3 credit hours in Thesis (Ger 403).

Preparation. 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 Comparative English and German Grammar (Ger 109).

Undergraduate students preparing for graduate work in German are advised to begin a second foreign language. They should also take related courses in either English or other European literature or both, or in philosophy or history.

Careers. A 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 schools of law and business.

Major Program Requirements

German Language and Literature. (1) 18 credit hours in upper-division German language courses, of which 3 credit hours must be at the 400 level.

(2) 27 credit hours in German literature courses, to include Introduction to German Literature (Ger 324, 325, 326) and 6 credit hours at the 400 level.

German Area Studies. (1) 18 credit hours in upper-division German language courses, of which 6 credit hours must be at the 400 level.

(2) 27 credit hours distributed as follows:

(a) 9 credit hours in upper-division German literature courses;

(b) 9 credit hours in German culture and civilization courses.

Note: 3 credit hours in either (a) or (b) must be on the 400 level.

(c) 9 credit hours chosen from appropriate courses in other departments. Examples of such courses include:

Music of Bach and Handel (Mus 251)
The Classic Symphony and Sonata (Mus 252)
Medieval Art and Architecture in Germany (ArH 325)
Political Systems of Postwar Germany (PS 336)
Leibniz (Phi 423)
Kant (Phi 429, 430)
Problems in the German Reformation (Hst 432)
History of Germany (Hst 436, 437)
Germany in the 20th Century (Hst 438)
From Nietzsche to Freud (Hst 440)



Sample German Program

Entering freshmen considering a major in German may want to enroll in the following courses during their first year at the University.

Fall term	15 credit hours
First-Year German (Ger 101)	4
Comparative English and German Grammar (Ger 109)	3
Special Studies: Advising Conference (Ger 199)	1
English Composition (Wr 121)	3
Europe since 1789 (Hst 301)	3
International folkdancing, ballroom dancing, or other elective	1
Winter term	16-18 credit hours
First-Year German (Ger 102)	4
or	
First-Year German (Ger 104)	6
Shakespeare (Eng 202)	3
Europe since 1789 (Hst 302)	3
English Composition (Wr 122)	3
Concepts of Computing (CIS 121) or other course from Sciences group	3
Spring term	16-18 credit hours
First-Year German (Ger 103)	4
or	
First-Year German (Ger 105)	6
Structure of English Words (Ling 150)	3
Europe since 1789 (Hst 303)	3
Personal Health (HES 250) or other health course	3
Elective from Sciences group	3

Other appropriate courses may be used to fulfill this requirement, subject to the approval of the undergraduate adviser.

German and Scandinavian. (1) 27 credit hours of one Scandinavian language.

(2) 6 credit hours of a second Scandinavian language.

(3) 12 credit hours in upper-division German language or literature courses.

Proposed Minors

The Department of Germanic Languages and Literatures proposes offering formal minors in German and in Scandinavian beginning in September 1983.

German. The German minor correlates especially well with areas involving international or European concentration. It is particularly useful for those majoring in international studies, international business, European history, sociology, political science, journalism, linguistics, art history, music history, other foreign languages, theater, and related fields.

The German minor requires 24 credit hours in German, 21 of which must be upper division (numbered 300-499). The 21 upper-division credit hours may include courses in language, literature, and German Area Studies.

Students must receive grades of at least C- or Pass in all German courses taken to fulfill the minor requirements. German for Reading Knowledge (Ger 321, 322, 323) does not count toward the minor.

The minor program in German can be focused to supplement the student's major interests. For example, a student majoring in theater might take:

Introduction to German Literature (Ger 324, 325, 326)
Intermediate Spoken German (Ger 337 or 338)
Goethe's <i>Faust</i> (Ger 413[G])
Performance of German Drama (Ger 450)
Applied German Phonetics (Ger 498[G])

And a student in music history might take:

Translation: German-English (Ger 327)
German Composition and Conversation (Ger 334, 335, 336)
German Culture and Civilization (Ger 340, 341)
Topics in German Culture and Civilization (Ger 440[G])

Since not all courses are offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to the undergraduate adviser, Department of Germanic Languages and Literatures.

Scandinavian. The Scandinavian minor program correlates well with areas involving international or European concentration. It is particularly useful for students majoring in international business, European history, sociology, political science, theater, art history, and similar fields.

The Scandinavian minor requires 24 credit hours in Scandinavian, 18 of which must be upper division (numbered 300-499). Of the 18 upper-division credit hours, 9 must be in language and 9 in literature.

Students must receive grades of at least C- or Pass in all Scandinavian courses taken to fulfill the minor requirements. These include either Third-Year Norwegian (Scan 354, 355, 356) or Third-Year Swedish (Scan 357, 358, 359) as well as three terms of Scandinavian literature and/or culture.

Specific questions about the Scandinavian minor should be addressed to Virpi Zuck or Ingrid Weatherhead.

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 program in Austria and Germany, both operated by the Oregon State System of Higher Education.

For further information students should consult the departmental representatives, Edward Diller and Thomas Nadar. All students majoring or minoring in Germanic languages and literatures must consult them about their proposed courses of study in the Stuttgart-Tübingen program before beginning their year abroad. They must also take Special Studies: Study in Germany (Ger 199) to prepare for the German language entrance examination required by German universities.

All German majors are required to complete 9 credit hours of 400-level course work on the Eugene campus: 6 credit hours of literature and 3 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 in 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 inquire at the secondary education office 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 credit 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 Special Secondary Methods (SeEd 495). To receive departmental approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a 250-percentile rating in the Modern Language Association (MLA) language proficiency test.

The department recommends that, if possible, students should complete the five-year program for standard certification before beginning to teach and should concurrently satisfy the requirements for a master's degree in teaching German.

Graduate Studies

The department offers programs leading to the degrees of Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) in Germanic languages and literatures. For the M.A. in German, work in German literature may be supplemented by courses in Germanic philology, such as Introduction to Middle High German (Ger 514) and History of the German Language (Ger 434[G]). The doctoral program may be centered on literature or on philology according to individual preference, but not on one to the exclusion of the other. Potential candidates should consult Roger Nicholls for information about University and departmental requirements. Applicants are encouraged to provide Graduate Record Examination (GRE) test scores.

In addition to the regular M.A. degree, the department offers programs in German for an M.A. in teaching. The program provides the secondary school teacher 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. It also fulfills the Oregon requirements for standard secondary teaching certification.

Courses Offered

German Undergraduate Courses

Please note: Since not every course listed here can 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.

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 want to begin German 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 106, 107, 108 to supplement their studies but may not enroll in 131, 132, 133 for credit. Not offered 1983-84.

Ger 109. Comparative English and German Grammar. 3 credit hours. A thorough review of those aspects of English grammar which are especially significant for students of German. Concepts and terminology important in German (an inflected language) are emphasized and illustrated from earlier forms of English. Plant. Not offered 1983-84.

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). Students enrolled in Ger 106 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). Not offered 1983-84.

Ger 201, 202, 203. Second-Year German. 4 credit hours each term. Review of grammar and composition; reading of selections from representative authors; conversation. Prerequisite: Ger 103, Ger 105, or Ger 108 and 133, or the equivalent. Meets arts and letters group but not cluster requirements. Hahn.

Ger 211, 212, 213. Second-Year German *Guten Tag*: Speaking. 2-4 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 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 (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 Ger 211, 212, 213 to supplement their studies but may not enroll in Ger 231, 232, 233 for credit. Does not meet arts and letters group requirement. Not offered 1983-84.

Ger 215, 216. Business German. 6 credit hours each term. A second-year sequence covering a year's work in two terms. Introduction to business letters, German grammar review, pronunciation and orthography, practice in speaking and supervised teaching of selected chapters of the German textbook. Background information on Germany and its place in the European community (i.e., the Common Market). 216 meets the foreign-language proficiency requirement but not the arts and letters group requirement. Conducted in German. Prerequisite: one year of college German or instructor's consent. Plant. Not offered 1983-84.

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 are Ger 329 and 429(G). Prerequisite: placement by test. Not offered 1983-84.

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). Students who pass both Ger 213 and Ger 233 will have met the foreign language proficiency requirement for the B.A. degree. Not open for credit to students in Second-Year German (Ger 201, 202, 203) and does not meet arts and letters group requirement. Not offered 1983-84.

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 knowledge of German required. Part of a cluster.

Ger 251. Thomas Mann, Kafka, and Hesse in Translation. 3 credit hours. Representative readings of these three authors in English with primary emphasis on their shorter fiction. No knowledge of German required. Part of a cluster.

Ger 252. Brecht and Modern German Drama in Translation. 3 credit hours. A study of representative works by Bertolt Brecht as well as works by other important dramatists such as Dürrenmatt and Frisch in English translation. No knowledge of German required. Part of a cluster.

Ger 255. Medieval German Literature in Translation. 3 credit hours. A study of the major German writers of the Middle Ages in English translation. Examination of works by Wolfram von Eschenbach and Gottfried von Strassburg as well as the *Song of the Nibelungs*. No knowledge of German required. Meets arts and letters group requirement. Not offered 1983-84.

Ger 257. Contemporary German Fiction in Translation. 3 credit hours. A study of the most recent German fiction in translation. The novels and short prose of such authors as Grass, Böll, Handke, Lenz, Walser, and Johnson will be discussed. No knowledge of German required. Meets arts and letters group requirement. Not offered 1983-84.

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 or minor, nor does it meet the B.A. foreign language requirement.

Ger 327. Translation: German-English. 3 credit hours. General principles of translating, with in-class exercises. Prerequisite: Ger 323, two years of college German, or the equivalent.

Ger 329. Intermediate Composition in German. 3 credit hours. Use of more complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; more specialized vocabulary. Conducted in German. Prerequisite: placement by writing test. Not offered 1983-84.

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. Meets arts and letters group requirement.

Ger 337. Intermediate Spoken German. 3 credit hours. Presentation of talks on both assigned and student-initiated 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 German pronunciation and spelling. Reports on recorded materials in the language laboratory, 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 instructor's consent.

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 any term. 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 instructor's consent. May be repeated for credit when topic changes.

UPPER-DIVISION LANGUAGE COURSES CARRYING GRADUATE CREDIT

Ger 428. Advanced Translation: English-German. (G) 3 credit hours. General principles of translating with in-class exercises followed by translations of students' own texts. Prerequisite: Ger 327, three years of college German, or the equivalent. Not offered 1983-84.

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 instructor's consent. Not offered 1983-84.

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 20th back to the 9th century, based on early newspapers, pamphlets, travelogues, nature treatises, and religious tracts. Readings in the seminal works of German linguistic science. Prerequisite: three years of college German or the equivalent, or instructor's consent. Not offered 1983-84.

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. Extemporaneous talks, one major oral presentation. Prerequisite: three years of college German or the equivalent or instructor's consent. Not offered 1983-84.

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 instructor's consent. Plant. Not offered 1983-84.

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 is placed on the literary experience and appreciation of the works. Discussion in German. Prerequisite: Second-Year German or instructor's consent. Part of a cluster.

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 instructor's consent. Meets arts and letters group requirement.

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. Prerequisites: Ger 324, 325, 326 or instructor's consent.

Ger 412. Age of Classicism. (g) 3 credit hours. Not offered 1983-84.

Ger 413. Goethe's *Faust*. (G) 3 credit hours. The historical and literary tradition of the Faust legend; the genesis of Goethe's *Faust* and intensive study of it with particular emphasis on Part I. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

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. Prerequisites: Ger 324, 325, 326 or instructor's consent.

Ger 415. German *Novellen*: The Art of Fiction. (G) 3 credit hours. Readings from Gotthelf to Fontane with particular emphasis on narrative structure and technique. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

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 *Novelle* writer as a critic of society. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

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 and Middle High German), the Reformation, the Baroque, and the Enlightenment. Background reading of literary history. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

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. Prerequisites: Ger 324, 325, 326 or instructor's consent. 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. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

Ger 433. Literature after 1945. (G) 3 credit hours. Study of the dramas of Frisch and Dürrenmatt and contemporary fiction by writers such as Böll and Grass. Attention given to literary directions since the end of World War II. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

Ger 481. Major German Authors. (G) 3 credit hours. In-depth study 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, Thomas Mann, Hesse, Brecht, or Grass. Primarily for undergraduates. Course may be repeated for credit with different content. Prerequisites: Ger 324, 325, 326 or instructor's consent. Not offered 1983-84.

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 407. Seminar. (G) Credit hours to be arranged.

Ger 408. Workshop. (G) Credit hours to be arranged.

Ger 409. Supervised Tutoring Practicum. 1-3 credit hours any term. P/N only.

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 knowledge of German required. Leppmann. Not offered 1983-84.

Ger 340, 341. German Culture and Civilization. 3 credit hours each term. Introduction to cultural, artistic, and intellectual developments 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 instructor's consent. Hahn. Meets arts and letters group requirement.

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 write a term paper covering one of the topics dealt with in the lectures. Taught in German. Prerequisites: Ger 340 and 341 or instructor's consent. Not offered 1983-84.

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. P/N only.

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 is devoted to in-depth study of two or three poets. Prerequisite: graduate standing or instructor's consent. 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. Not offered 1983-84.

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 include the *Nibelungenlied*, *Iwein*, the *Manesse Codex*, and other works of literature as facsimile editions become available. Prerequisite: instructor's consent. Not offered 1983-84.

Ger 517, 518. German Romanticism. 4 credit hours each term. Readings in the works of Tieck, Friedrich Schlegel, Novalis, Hoffmann, Mörike, and Eichendorff. The concept of romantic poetry and its underlying philosophical ideas. The romantics' contributions to literary criticism. Hahn. Not offered 1983-84.

Ger 520. Research Methods in German. 3 credit hours. Bibliography and methods of research in German language and literature as an introduction to graduate study. Not offered 1983-84.

Ger 524. German Literature of the 16th 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*. Not offered 1983-84.

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. Not offered 1983-84.

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. Not offered 1983-84.

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. Not offered 1983-84.

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 of Old English and Old Norse. Not offered 1983-84.

Ger 536. Lessing. 4 credit hours. Detailed study of Lessing's dramas, his theoretical and philosophical writings, and his contribution to German classicism. Nicholls. Not offered 1983-84.

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. Intensive study of Schiller as a dramatist and poet, with particular consideration also of his important critical essays. Nicholls. Not offered 1983-84.

Ger 539. Introduction to Old Saxon. 4 credit hours. Introduction to Old Saxon grammar with emphasis on syntactic structures; some manuscript readings; critical translation of major portions of *Heliand* and *Genesis*. Recommended for students of Old English. Not offered 1983-84.

Ger 540, 541. German Drama of the 19th Century. 4 credit hours each term. Analysis of the dramas of Kleist, Büchner, Grabbe, Grillparzer, and Hebbel; special emphasis on dramatic technique and on the individual contributions of these writers to the genre. Nicholls. Not offered 1983-84.

Ger 543, 544, 545. 20th-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 instructor's consent. Gontrum. 543, 544 not offered 1983-84; 545 offered fall term only.

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 novel genre and its gradual transformation as well as on narrative style and technique. Diller, Gontrum, Leppmann, Nicholls.

Ger 550, 551, 552. Modern German Drama. 4 credit hours each term. 550: Gerhart Hauptmann, Arthur Schnitzler; 551: Wedekind and the Expressionists; 552: Brecht, Dürrenmatt, Frisch. Intensive study of the dramatic works of these writers, particularly in terms of new dramatic techniques. Gontrum. Not offered 1983-84.

Ger 558. German Lyric of the 17th Century. 4 credit hours. Poetry by Weckherlin, Opitz, Spee, Dach, Gryphius, and Hofmannswaldau. Poetic theory of Opitz, Harsdörffer, and other 17th-century theoreticians.

Ger 559. German Drama and Prose of the 17th Century. 4 credit hours. Dramas by Gryphius, Lohenstein, and Reuter. The Baroque novel and the work of Grimmelshausen. Not offered 1983-84.

Ger 566. The Concept of the German *Novelle*. 4 credit hours. The literary historical background and development of the genre; various theories of the *Novelle* from Friedrich Schlegel to Musil; critical assessment from Lukács to Weinrich. Hahn. Not offered 1983-84.

Scandinavian Languages

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 reading and speaking 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 reading and speaking 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; intensive practice in speaking and writing Norwegian. Conducted in Norwegian. Prerequisite: two years of college Norwegian or equivalent. Weatherhead.

Scan 357, 358, 359. Third-Year Swedish. 3 credit hours each term. Historical survey of the language; intensive study of modern idiomatic Swedish with extensive practice in oral communication and written composition. Conducted in Swedish. Prerequisite: two years of college Swedish or equivalent. Zuck. Not offered 1983-84.

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. Zuck. Part of a cluster. Not offered 1983-84.

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. Zuck. Part of a cluster. Not offered 1983-84.

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. Zuck. Part of a cluster.

History

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G. Ralph Falconeri, Department Head

Faculty

Gustave Alef, Ph.D., Professor (medieval Russia). B.A., 1949, M.A., 1950, Rutgers; M.A., 1952, Ph.D., 1956, Princeton.

Robert M. Berdahl, Ph.D., Professor (Germany); Dean, College of Arts and Sciences. B.A., 1959, Augustana; M.A., 1961, Illinois; Ph.D., 1965, Minnesota.

Edwin R. Bingham, Ph.D., Professor Emeritus (cultural American history, Pacific Northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles.

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

Thomas A. Brady, Ph.D., Professor (Renaissance and Reformation). B.A., 1959, Notre Dame; M.A., 1963, Columbia; Ph.D., 1968, Chicago.

Richard Maxwell Brown, Ph.D., Beekman Professor of Northwest and Pacific History (American West). B.A., 1952, Reed; A.M., 1955, Ph.D., 1959, Harvard.

Roger P. Chickering, Ph.D., Professor (20th-century Germany). B.A., 1964, Cornell; M.A., 1965, Ph.D., 1968, Stanford.

Leslie Decker, Ph.D., Professor Emeritus (American economic history). B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell.

Joseph W. Esherick, Ph.D., Professor (China). B.A., 1964, Harvard; M.A., 1966, Ph.D., 1971, California, Berkeley.

G. Ralph Falconeri, Ph.D., Associate Professor (Japan, modern China). B.A., 1949, Nevada; 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); Vice-Provost, Academic Affairs. B.A., 1951, Yale; M.A., 1955, Ph.D., 1961, Chicago.

R. Alan Kimball, Ph.D., Associate Professor (modern Russia). B.A., 1961, Kansas; M.A., 1963, Ph.D., 1967, Washington.

Robert G. Lang, Ph.D., Associate Professor (Tudor and Stuart England). A.B., 1955, Columbia; D.Phil., 1963, Oxford.

Jack P. Maddex, Ph.D., Professor (Civil War). B.A., 1963, Princeton; Ph.D., 1966, North Carolina.

Mavis Howe Mate, Ph.D., Associate Professor (medieval, women's history). B.A., 1956, M.A., 1961, Oxford; Ph.D., 1967, Ohio State.

Glenn A. May, Ph.D., Assistant Professor (American foreign relations). B.A., 1966, M.Phil., 1971, Ph.D., 1975, Yale.

Randall E. McGowen, Ph.D., Assistant Professor (modern British empire). B.A., 1970, American; M.A., 1971; Ph.D., 1979, Illinois.

Jeffrey D. Needell, Ph.D., Assistant Professor (Latin American). A.B., 1974, California, Berkeley; M.A., 1978, Yale; Ph.D., 1982, Stanford.

John Nicols, Ph.D., Associate Professor (ancient history). A.B., 1966, California, Berkeley; M.A., 1968, Ph.D., 1974, California, Los Angeles.

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

Earl Pomeroy, Ph.D., Beekman Professor Emeritus of Northwest and Pacific History (20th-century American). B.A., 1936, San Jose State; M.A., 1937, Ph.D., 1940, California, Berkeley.

Daniel A. Pope, Ph.D., Associate Professor (American economic history). B.A., 1966, Swarthmore; M.A., 1968, Ph.D., 1973, Columbia.

George J. Sheridan, Jr., Ph.D., Associate Professor (France, European socioeconomic). B.A., 1969, Princeton; M.A., 1974, Ph.D., 1978, Yale. On leave 1983-84.

Robert W. Smith, Ph.D., Professor Emeritus (modern Britain). B.A., 1937, Chicago; M.A., 1940, Ph.D., 1942, California, Los Angeles.

Lloyd Sorenson, Ph.D., Professor Emeritus (history of civilization). B.A., 1938, North Dakota; M.A., 1945, Ph.D., 1947, Illinois.

Louise Carroll Wade, Ph.D., Professor (U.S. social, urban, and labor history). B.A., 1948, Wellesley; Ph.D., 1954, Rochester.

Allan M. Winkler, Ph.D., Associate Professor (U.S. 20th-century). B.A., 1966, Harvard; M.A., 1967, Columbia; Ph.D., 1974, Yale.

Undergraduate Studies

The study of history offers both a framework for a liberal education and the background that is essential to an understanding of the contemporary world. Through analyzing interpretive studies and accounts by witnesses to historical events, students come to appreciate more fully the complexity of human experience. By examining social changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Preparation. Students planning to major in history should include in their high school preparation four years of social studies, four years of 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 completed a year of Western civilization and a year of United States history.

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.

Major Requirements

History courses that satisfy departmental major requirements must be taken on a graded basis. 15 upper-division credit hours, including Seminar (Hst 407), must be taken at the University.

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 departmental advisers, who are available for periodic review. They may choose one of the three options presented below.

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 (B.A.) or the Bachelor of Science (B.S.) degree.

(2) 45 credit hours in history courses, of which 27 must be upper division and 18 must be in history courses numbered 400-499. Majors are required to complete 6 credit hours of work in European history before 1800.

(3) 6 upper-division credit hours 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 (GPA) of 2.25 or higher in history courses.

Note: The University offers a five-year program combining an undergraduate departmental major and a Master of Business Administration. Early planning of courses is essential to meet requirements of this combined program.

Sample Program

The following is a suggested arrangement of courses that will lead to a B.A. degree in history. The program constitutes a highly flexible framework which not only ensures that all University requirements are met but also allows the student considerable freedom in course selection. Regular consultation with the department adviser is strongly recommended.

Freshman Year 45-54 credit hours

History of Western Civilization (Hst 101, 102, 103) or The Making of Modern Europe (Hst 104, 105, 106)	9
English Composition (Wr 121)	3
Personal Health (HES 250)	3
Sciences cluster	9-12
First-year foreign language sequence	12-15
Electives	6-9

Sophomore Year 48-51 credit hours

History of the United States (Hst 201, 202, 203) or Foundations of East Asian Civilization (Hst 290), China, Past and Present (Hst 291), Japanese Society, Past and Present (Hst 292)	9
Second-year foreign language sequence	12-15
Arts and Letters cluster	9
Social Sciences cluster	9
Electives	9

Junior Year 45-48 credit hours

300-level history courses	9
400-level history courses	9
Sciences group elective	9-12
Additional electives	18

Senior Year 45 credit hours

Seminar (Hst 407) and other 400-level history courses	9
Electives	36

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 are an integral part of the program. Examples of such programs are available in the departmental office. A student pursuing this kind of program will need the continuing guidance of a faculty member. Specific requirements follow.

(1) Satisfaction of the University requirements for the B.A. degree.

(2) No later than the second term of the junior year, the student and adviser 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 might, for example, focus on revolutions, warfare, the city, or the development of science. A period approach might 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 might deal with the common historical problems found, for example, in Latin America, Central and East Europe, or the Atlantic community.

(3) A GPA of 2.25 or higher in courses counted toward satisfaction of major requirements.

Secondary School Teaching

Following are the specific requirements for the history major with basic certification as an Oregon secondary teacher with social studies endorsement.

(1) Satisfaction of the University requirements for the B.A. or B.S. degree.

(2) 45 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 Asian, African, 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) 30 credit hours, including 12 upper-division, 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 GPA of 2.75 or higher in history and social science courses. 60 credit hours of history and social science must be graded.

(6) 42 to 48 credit 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 and inquire at the secondary education office in the College of Education.

Cluster Requirement. Since fall 1982, students entering the University with 29 credit hours or fewer must satisfy the cluster requirement for graduation. They must complete a group of courses specifically designated as a cluster in each of three areas: arts and letters, sciences, and social sciences. Students should consult their advisers when selecting courses to meet the cluster requirements.

Proposed Minor

The Department of History plans to offer a formal minor beginning in September 1983. A minor in history requires 24 credit hours in history, of which 18 must be upper division. Students may fulfill the minor requirements by following either (1) or (2) below and taking 6 additional credit hours of their choice.

(1) Supportive. Designed to provide work in history which is closely related to the student's major. Students must take a Seminar (Hst 407) or Colloquium (Hst 408) and five other upper-division courses in *one* of the following areas: United States, Europe, East Asia, Latin America, or another field selected in consultation with a history department adviser.

(2) General. Designed to serve students who want a broad minor in history. Students must take a Seminar (Hst 407) or Colloquium (Hst 408) and five other upper-division courses chosen from *two* of the following areas: United States, Europe, East Asia, Latin America, or another field selected in consultation with a history department adviser.

History Scholars Program

The history scholars program provides an opportunity for capable 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 invites junior majors with a GPA 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 enroll in the honors colloquium given winter term, after which they begin preparatory work for a thesis to be completed in the senior year. Those who satisfactorily complete the Colloquium (Hst 408, 3 credit hours), a program of thesis-related Reading and Conference (Hst 405, 4 credit hours), and a senior Thesis (Hst 403, 3 credit hours); who pass an oral examination on the thesis and related work; and who satisfy the requirements of one of the three history major options (toward which courses taken as part of the history scholars program count) are eligible for a baccalaureate degree with honors in history.

Graduate Studies

The department offers graduate instruction leading to the degrees of Master of Arts (M.A.) in United States, European, East Asian, and Latin American history, and Doctor of Philosophy (Ph.D.) in United States, European, and East Asian history.

Admission

Procedures for admission to graduate work in history include the following:

- (1) A completed Application for Graduate Admission.
- (2) Transcripts of all college work.
- (3) Three letters of recommendation.
- (4) Scores on the verbal and quantitative sections of the Graduate Record Examination (GRE).
- (5) Test of English as a Foreign Language (TOEFL) scores for foreign students.

A number of graduate awards in the form of assistantships are available each year for entering graduate students.

Master of Arts

Graduate students in history are expected to have completed as undergraduates a well-rounded course of study in the liberal arts with emphasis on history. Students must demonstrate basic foreign language ability either through satisfactory completion of the second year of college study or by passing a Graduate Student 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 of 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 credit hours of Thesis (Hst 503) and may register for 6 credit hours of Research (Hst 501), for which credit is 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 credit hours of Research (Hst 501), for which credit is 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.

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 outside field may be substituted for one history field).

Each student must offer either a minor field or supporting work in another department, complete 18 credit 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 not every course listed here can 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. 101: ancient and medieval societies; 102: from the Renaissance to Napoleon; 103: 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: 104: the Renaissance to 1713; 105: Enlightenment, French Revolution, and 19th century to 1848; 106: 1848 to the present. Not open to students who have credit in Hst 102, 103. Brady, Kimball.

Hst 107, 108, 109. History (Honors College). 3 credit hours each term. Significant events, ideas, and institutions in the development of Western civilization.

Hst 110, 111, 112. World Civilizations. 3 credit hours each term. An introduction to the major world civilizations and their historical interaction. Lectures and readings deal with political, religious, and social thought, institutions, and developments. 110: origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era; 111: modern civilizations during the era of Western imperialism; 112: modern civilizations during the present century of world crisis. Sorenson. Not offered 1983-84.

Hst 199. Special Studies. 1-3 credit hours any term. Lower-division problem-oriented courses rarely enrolling more than thirty students. Designed for students interested in history who may or may not become majors.

Hst 201, 202, 203. History of the United States. 3 credit hours each term. A basic survey of economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. 201: Native Americans, settlement, Puritanism, Enlightenment, Revolution, and Republic; 202: Jacksonian era, expansion, slavery, disunion, reconstruction, and Gilded Age; 203: progressivism, the 1920s, New Deal, World Wars and Cold War, social and intellectual change.

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. Not offered 1983-84.

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. Not offered 1983-84.

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 are used to present East Asian civilization as a coherent whole, while a thematic approach offers unity and depth. Some typical themes: humankind and the universe; individual, family, and state; women; the common people; 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. An 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. 301: 1789 to 1870; 302: 1870 to 1918; 303: 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. 304: institutional, constitutional, and economic development of England from the Romano-British period to the 16th century; 305: political, religious, economic, and social change from the Tudor age to the Industrial Revolution; 306: the Victorian age and the 20th century with emphasis on the background of modern Britain's social and economic problems and position in Europe and the world. Lang, McGowen.

Hst 307, 308. American Radicalism. 3 credit hours each term. Motives, strategies, successes, and failures of radical movements and their significance for American society. 307: American Revolution, slave revolts, abolitionism, utopian communities; 308: Populism, Marxist groups, labor organizing, New Left, and counterculture. Pope.

Hst 311. Discoveries and Empires. 3 credit hours. The coincidence of political decentralization and economic expansion in Europe's age of overseas questing and conquest (1400-1550); economic,

political, and cultural conditions of the Portuguese and Spanish expansions; techniques of shipbuilding, navigation, and gunnery; slavery; religion, and race; the Aztecs and New Spain; a systematic comparison of the Hapsburg empire in Europe with that of the Ottoman Turks. Some previous study of European history recommended. Brady.

Hst 312. The Crisis of the 17th Century. 3 credit hours. 17th-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. 18th-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. Hst 102 recommended as a prerequisite. Birn.

Hst 321, 322. History of American Foreign Relations since 1941. 3 credit hours each term. 321: Second World War and background of the Cold War, 1941-1945; military, political, and diplomatic developments. 322: origins of the Cold War; diplomacy and politics, 1945-1949; and the Korean War. Holbo, May.

Hst 324, 325, 326. Byzantium and the Slavs. 3 credit hours each term. 324: from Rome to Byzantium, 284-610; 325: the Byzantine Apogee, 610-1071; 326: Byzantium and the Slavs. Alef. Offered alternate years; only one of the three courses offered 1983-84.

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 partially reflected and partially 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. 350: background and colonial period; 351: problems of nationhood in the 19th century; 352: developments since 1914. Needell.

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. Not offered 1983-84.

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 374. History of Religious Life in the United States. 3 credit hours. Introductory survey of religious traditions and movements in American history from the Colonial period to the present. Planting of religious traditions in early America; 19th-century liberalization, revivalism, and pluralism; effects of immigration, urbanization, and 20th-century ideological currents; original and volatile sects and movements. Examination of ways in which historically defined religious cultures and a developing American way of life have influenced each other. Maddex. Offered 1983-84 and alternate years.

Hst 375. American Towns and Cities to 1900. 3 credit hours. Settlement and growth of urban centers; economic functions of port, river, canal, and railroad towns; expanding role of municipal government; origins of city planning; urban corruption and reform movements; opportunities for rural Americans and immigrants in 19th-century towns and cities. Wade.

Hst 376. History of the American City. 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. P/N only.

Upper-Division Courses Carrying Graduate Credit

Hst 407. Seminar. (G) Credit hours to be arranged. Recent topics: American Biography, Pacific War, 19th-Century France, American West.

Hst 408. Colloquium. (G) Credit hours to be arranged. Recent topics: American Reformation, Anti-Semitism in European History, Recent American Radicalism, French Enlightenment.

Hst 410. Experimental Course. (G) Credit hours to be arranged. 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 Mycenaean to Alexander the Great. Nicols.

Hst 412, 413. History of Rome. (G) 3 credit hours each term. 412: political, social, and constitutional history of Rome from its earliest beginnings to the end of the Republic; 413: the period of the Empire. Nicols.

Hst 421, 422, 423. Middle Ages. (G) 3 credit hours each term. Social, political, and economic conditions in Western Europe from 476 to 1450. 421: 476-1000—the collapse of the Roman Empire and the rise of Carolingian Europe. 422: 1000-1250—the development of the French and English monarchies, the growth of towns and trade, and the flowering of the 12th-century renaissance. 423: 1250-1450—the growth of parliament, changes in religious and intellectual life, and the effects of war and the Black Death on 14th-century economy and society. Mate.

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 antifield 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 *l'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 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. 434: Classical and early Christian thought and the medieval synthesis; Reformation ideas; the scientific revolution; Enlightenment and French Revolutionary thought. 435: conservatism and reaction; romanticism and idealism; liberalism, Darwinism, republicanism, Marxism. Sorenson.

Hst 436, 437. History of Germany. (G) 3 credit hours each term. 436: from the Peace of Augsburg (1555) to the death of Frederick the Great (1786); 437: to the fall of Bismarck (1890). Berdahl, Chickering. Not offered 1983-84.

Hst 438. Germany in the 20th Century. (G) 3 credit hours. Domestic tension and outward pressure during the Wilhelmine empire; the German Revolution; the Weimar Republic; National Socialism; Germany since 1945. Chickering. Not offered 1983-84.

Hst 439. Cultural History from Wordsworth to Marx. (G) 3 credit hours. Major issues in the cultural and intellectual life of Europe, 1790-1850. Pierson.

Hst 440. Cultural History 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 *l'ancien regime* to the present. 441: from the end of the Middle Ages to the French Revolution—the establishment of centralized monarchy; society in *l'ancien regime*; 17th-century classicism; the collapse of the old order. 442: 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. 443: 1870 to the 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. Not offered 1983-84.

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. Not offered 1983-84.

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 303 or the equivalent. Chickering.

Hst 447, 448, 449. History of Russia. (G) 3 credit hours each term. 447: the Kievan state and the emergence of Muscovy; 448: creation of the Russian Empire, political, social, and economic developments; 449: revolutionary Russia, 1861 to the present. Alef, Kimball.

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. 450: rise of the Spanish nation, the Golden Age and the Overseas Empire, the causes of decline, and Bourbon reforms; 451: 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 or 303, PS 101, or the equivalent. Chickering.

Hst 455, 456. Economic History of Modern Europe. (G) 3 credit hours each term. Economic development from 1500 to the present. 455: 1500-1830—economic expansion and contraction in preindustrial Europe; growth of trade, overseas discoveries, and their impact on the European economies: mercantilism, capitalism, and religion; the Industrial Revolution in Britain. 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. Not offered 1983-84.

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. 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. Examination of factors in American cultural expression: European influences, the role of western population movement, nationalism, and political rhetoric as revealed in art, architecture, and literature. Hanna.

Hst 461, 462. History of Modern American Thought and Culture. (G) 3 credit hours each term. 461: 1828-1898—Jacksonian society; Manifest Destiny; Transcendentalism and reform; romanticism and realism in American art; social gospel; Darwinism; Mark Twain's America. 462: 1898-1970s—Manifest Destiny revived; rationale of Progressive movement; the Golden Twenties; New Deal society; arts and values in wartime; countercultures; civil rights; ecology. Bingham.

Hst 464. History of Mexico. (G) 3 credit hours. A survey of Mexican history from 1810 to 1946. Special attention 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. Needell.

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 on the development of social and economic institutions—monoculture, slavery, economic dependency on outside areas—and on the intellectual and cultural tensions in the late 19th and 20th centuries. Needell.

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. McGowen.

Hst 469. 20th-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. McGowen.

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. 470: 19th century; 471: 20th century. Wade.

Hst 473, 474, 475. American Foreign Relations. (G) 3 credit hours each term. Foundation of American foreign policy from the Revolution through the Second World War: America's wars, peace negotiations,

diplomacy, major treaties, expansion, economic and political influence, Presidential leadership, Congress and the public, arms limitation, isolation and involvement. May.

Hst 476, 477. The American West. (G) 3 credit hours each term. The American frontier. 476: the early American frontier; 477: the Great Plains and the Far West. Brown.

Hst 478. History of the 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, Brown.

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 20th 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. 480: 1900-1921—industrialization; urbanization; immigration; Progressive movement; World War I. 481: 1921-1945—the 1920s; Depression and New Deal; World War II and its social consequences. 482: 1945 to the present—Cold War; consumer culture; civil rights; the 1960s; politics after Vietnam and Watergate. 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 cultures with the American environment, the formation of American society, and colonial ideas and institutions that have persisted. 485: European contribution and American beginnings to 1760; 486: American Revolution, Constitution, and Nationalism to the 1790s. Hanna.

Hst 487, 488, 489. American Economic History. (G) 3 credit hours each term. The economic development of the United States. 487: European settlement to 1861—Colonial America as a pre-industrial society; economic significance of independence; growth in the pre-Civil War era; economics of slavery and sectional conflict. 488: 1861-1914—causes, costs, and benefits of rapid industrialization, economic development, and social conflicts; government regulation and coordination. 489: growth, cycles, and crises; impact of war; the Great Depression; post-World War II boom; current problems in historical perspective. Pope.

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. 491: to 1800; 492: 1800 to the present.

Hst 494, 495, 496. History of China. (G) 3 credit hours each term. 494: from the city-state of Shang through the feudal age to the cultural, economic, and bureaucratic heights of the Sung (960-1279); 495: quickly through the Mongols and the Ming to a consideration of the impact of imperialism in the Ch'ing (1644-1911); 496: the Chinese revolutionary experience in the 20th century. Esherick.

Hst 497, 498, 499. History of Japan. (G) 3 credit hours each term. 497: 660 B.C. to 1600—mythology, Shinto, Buddhism, courtly aesthetics, and the warrior in the formation of a unique cultural tradition; 498: to World War I—confrontation with the West, emergence from isolation, Japanese imperialism; 499: to the present—democracy, ultranationalism and the New Order, World War II disaster, U.S. Occupation, and postwar surge to superstate status. Falconeri.

Graduate 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. P/N only.

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 credit hours each emphasize historical method and historiography and require a major research paper based on primary sources:

European History.
United States History.
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 availability of faculty.

Hst 509. Supervised Tutoring Practicum. 1-3 credit hours any term. P/N only.



Humanities

302 Condon Hall
Telephone 686-4069

Program Committee
C. Bennett Pascal, Director
Emmanuel Hatzantonis
Gary Martin
Mavis Mate
Robert Mazo
Grant McKernie
Richard Sundt
Alan Wolfe

Participating Faculty

Jakov Bačić, M.A., Visiting Assistant Professor of Russian.

William Cadbury, Ph.D., Professor of Speech.

William Calin, Ph.D., Professor of Romance Languages.

Sylvia Giustina, M.A., Instructor of Romance Languages.

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

Jeffrey Hurwit, Ph.D., Assistant Professor of Art History.

Wolfgang Leppmann, Ph.D., Professor of Germanic Languages and Literatures.

Mavis Mate, Ph.D., Associate Professor of History.

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

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James Rice, Ph.D., Associate Professor of Russian.

Alan Wolfe, M.A., Assistant Professor of East Asian Languages and Literatures.

Fruim Yurevich, M.A., Senior Instructor of Russian.

Virpi Zuck, Ph.D., Associate Professor of Germanic Languages and Literatures.

General Information

Humanities is an interdisciplinary baccalaureate degree program built around a core of literature, philosophy, and history. Its aim is to provide students with a knowledge of the ideas and institutions that form the basis of our culture. Majors in their junior year, in consultation with their advisers, choose a particular topic 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.

Major Requirements

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

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

Satisfaction of the University language requirements for the Bachelor of Arts degree

History of Western Civilization (Hst 101, 102, 103)

Survey of English Literature (Eng 204, 205, 206)

History of Western Art (ArH 204, 205, 206) **or**

History of Oriental Art (ArH 207, 208, 209) **or**

Introduction to Music and Its Literature (Mus 201, 202, 203)

Upper-Division Requirements. 9 credit hours of history relating to the field of concentration

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

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

9 credit hours of Humanities Program courses at the upper-division level

12 additional credit hours of courses (in any area) relating to the field of concentration

Honors Program in Humanities

The honors program in humanities provides the opportunity for the student to present the area of concentration in a written thesis. The requirements for a degree with honors are the following:

- (1) Satisfaction of the requirements for a major.
- (2) A grade point average of 3.50 in courses taken to meet the upper-division requirements of the major.
- (3) A senior thesis of substantial quality, approved by the thesis director and the program director.

Courses Offered

Hum 101. Introduction to the Humanities I. 3 credit hours. Introductory survey of the ideas and modes of vision Western culture has inherited from the Classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Pascal.

Hum 102. Introduction to the Humanities II. 3 credit hours. Introductory survey of the ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Calin, Mate.

Hum 103. Introduction to the Humanities III. 3 credit hours. Introductory survey of the ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science. Cadbury.

Hum 131. Ascent of Humanity. 3 credit hours. Built around J. Bronowski's television program series *The Ascent of Man*, and on his book of the same title, this course examines human beings' developing understanding of their own universe. Lectures, discussions, and weekly television tapes. Not offered 1983-84.

Hum 199. Special Studies. 1-3 credit hours. Current topics:
Soviet Life and Culture. Yurevich.
Asian Odyssey. Wolfe.
Slavic Civilization. Bačić.
Ancient Science and Culture. Nicols.

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 1983-84.

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. Giustina, Hatzantonis.

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; *Shogun* and Modern Japan. 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) Credit hours to be arranged. Current topics:

Russian History and Literature. Rice.
Art and Literature of Ancient Greece. Hurwit.

Hum 410. Experimental Course. (g) Credit hours to be arranged. All readings may be done in English translation. Several courses offered each term. Past topics have included:

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 Courses

Humanities students may also be interested in the following courses from other disciplines:

BI 370. The Human Environment. 3 credit hours.

Cl 307, 308, 309. Classical World. 3 credit hours each term.

Cl 321. Classic Myths. 3 credit hours.

Hst 411. History of Greece. (G) 3 credit hours.

Hst 412, 413. History of Rome. (G) 3 credit hours each term.

Hst 440. From Nietzsche to Freud. (G) 3 credit hours.

LA 407. Seminar: Landscape Perception. (G) 3 credit hours.

Mth 152. Mathematical Symmetry. 3 credit hours.

Phl 331. Philosophy in Literature. 3 credit hours.

Phl 339, 340. Introduction to Philosophy of Science. 3 credit hours each term.

International Studies

837 Prince Lucien Campbell Hall
Telephone 686-5051

Clarence E. Thurber, Director. On leave fall 1983, winter 1984.

Gerald Fry, Assistant Director

University Committee on International Studies

Gerald Albaum, Ph.D., Professor of Marketing (international marketing, marketing research).

Ross Anthony, Ph.D., Assistant Professor of Economics (development economics, Nepal, Third World health).

Vernon Dorjahn, Ph.D., Professor of Anthropology (Africa, political development, Liberia).

Charles E. Duncan, M.A., Professor Emeritus of Journalism (international journalism, Australia).

Ralph Falconeri, Ph.D., Associate Professor of History (Asian studies, Japan).

Michael Fish, Ph.D., Associate Professor of East Asian Languages and Literatures (Chinese language and literature).

Gerald Fry, Ph.D., Assistant Professor of Political Science and International Studies (Pacific regional studies, Thailand, development theory).

Peter Gontrom, Ph.D., Professor of Germanic Languages and Literatures (modern German drama, modern lyric poetry).

Emmanuel Hatzantonis, Ph.D., Professor of Romance Languages (Italian civilization).

Stephen Haynes, Ph.D., Assistant Professor of Economics (international trade and finance).

Paul Holbo, Ph.D., Professor of History (diplomatic history, U.S. relations with Latin America).

Thomas Hovet, Jr., Ph.D., Professor of Political Science (international law and organization, ocean politics).

Robert Jackson, Ph.D., Associate Professor of Romance Languages (Latin American literature, Chile, Mexico).

Jon Jacobson, Ph.D., Professor of Law (international law, law of the sea).

Carl Johannessen, Ph.D., Professor of Geography (Latin America, Costa Rica, pre- and post-contact studies).

L. R. Jones, Ph.D., Associate Professor of PPM (Pacific regional studies, management in China).

Stephen Kohl, Ph.D., Associate Professor of East Asian Languages and Literatures (Japanese literature and civilization).

Tom Mills, Ph.D., Director of International Services (Scandinavia, international cultural exchange).

Michael Moravcsik, Ph.D., Professor of Physics (science in developing countries).

Warren Smith, Ed.D., Professor of School and Community Health (Pacific regional health problems, World Health Organization).

Norman Sundberg, Ph.D., Professor of Psychology (cross-cultural psychology, India, Australia, Bali).

Clarence E. Thurber, Ph.D., Professor of Political Science and International Studies (Latin America, comparative development). On leave fall 1983, winter 1984.

Philip Young, Ph.D., Professor of Anthropology (Latin America, Panama).

George Zaninovich, Ph.D., Professor of Political Science (Yugoslavia, East Europe).

* 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 their advisers on progress at least once each term. Students interested in applying to the program should seek a faculty member with whom they have a common area of interest to act as their adviser, generally one of the committee members named above.

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 3.00 or higher. (P/N grades are not considered in computing the GPA.) In consultation with the adviser, the student draws up a proposed course of study. 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 in 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, including a final seminar, totals a minimum of 45 credit hours. 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 credit hours in each block. All courses taken for the major, with the exception of the language requirement, must be graded.

A maximum of 9 credit hours in courses taken to fulfill the University cluster requirements may be applied toward the international studies major.

A maximum of 21 credit hours 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.

The program does not offer a minor field of concentration.

Block A: International Relations. The student concentrates on the basic features of the international system, including international governmental relations and foreign policy; international law and organizations; international trade and finance; economic development and transnational corporations; and international communications. Suggested Block A courses are listed on p. 102.

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. The foreign language should coincide with the region chosen.

Areas with common experiences include, among others, Asia, Russia and Eastern Europe, and Latin America, in which the

University has programs with curricular offerings from various departments. (See Asian Studies, Latin American Studies, and Russian and East European Studies sections of this catalog.) In developing a program of study, a student may want to consult committee members for these programs.

For Western European Studies, Pacific Region Studies (which includes any country bordering the Pacific Ocean), or African Studies, the student may develop a program of courses by consulting an academic adviser with experience in the area of interest.

Students interested in the Middle East may make special arrangements at Portland State University to take courses relating to that area.

Suggested Block B courses are listed on p. 102.

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: World Value Systems (Intl 250), Population and Global Resources (Intl 251), and Rich Nations and Poor Nations: Conflict and Cooperation (Intl 252). After this overview of global perspectives and issues, students are expected to take two or more specialized classes, which would enable them to concentrate on one of the following: (a) world cultures, (b) population and resources, (c) problems of development, or (d) special topics. The last alternative allows the student, in consultation with an adviser, to use a special theme or topic as an integrating device. Examples of such topics are revolutions and international studies, scientific 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 encouraged to take all of their Block C courses in only one of these subareas.

Suggested Block C courses are listed on pages 102-3.

Senior Seminar. The required senior seminar, taken during the student's senior year, is an advanced 400-level inquiry into any of the three blocks. 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 credit hours, which are included in the 45 credit hours required for the major.

Language Requirement. Students are required to achieve proficiency in a single foreign language at a level associated with three years of study. The language should coincide with the regional culture chosen in Block B. Proficiency in the language may be achieved through classroom study, including advanced placement, or it may 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 majoring in international studies. For details see the International Services section of this catalog and index entries under "Foreign study opportunities." Advice is available from the international services director in 330 Oregon Hall.

Internship Option. Students may receive credit for work done as interns. Interested students should inquire at the International Studies Program office.

Suggested Core Block Courses

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 their advisers.)

Block A: International Relations

International Studies. Seminar: International Research Methods (Intl 407[G]).

Business Administration. Seminar: Foreign Commercial Law (BE 407), Seminar: International Taxation (Finl 407), International Finance and Investment (Finl 463), Case Problems in International Business (Mgmt 476), International Transportation and Distribution Management (Trn 351).

Economics: Seminar: International Economic Agencies (Ec 407), International Economics (Ec 440[G]), 441[G]), The Multinational Corporation (Ec 462[G]).

Geography. Political Geography (Geog 433[G]), Economic Geography (Geog 434[G]), Urban Geography (Geog 435[G]).

History. War and the Modern World (Hst 216), Europe since 1789 (Hst 301, 302, 303), History of American Foreign Relations since 1941 (Hst 321, 322), Economic History of Modern Europe (Hst 455[G]), 456[G]).

Journalism. International Journalism (J 491[G]).

Law. International Business Transactions (L 570), International Law (L 571), Transnational Legal Problems (L 572).

Political Science. Modern World Governments (PS 101), Crisis and Response in International Politics (PS 105), International Relations (PS 205), Political Ideologies (PS 225), Introduction to Comparative Politics (PS 322), United States Foreign Policy (PS 325), Theories of International Politics (PS 326), Seminar: Comparative Nuclear Policies (PS 407[G]), Seminar: Geopolitics of Empire (PS 407[G]), Seminar: International Political Economy (PS 407[G]), Seminar: Irenology (PS 407[G]), Seminar: Model United Nations (PS 407[G]), Seminar: U.S. and Its Neighbors (PS 407[G]), International Protection of Human Rights (PS 419[G]), International Organization (PS 420[G]), International Law (PS 422[G]), Comparative Foreign Policies (PS 440[G]), Political Behavior (PS 470[G]), Political Leadership (PS 477[G]), Political Fiction (PS 478[G]), Environmental Politics (PS 497[G]).

Sociology. Seminar: Comparative Social Structures (Soc 407[G]), Systems of War and Peace (Soc 464[G]), Political Sociology (Soc 465[G]).

Speech. Seminar: Comparative Systems of Telecommunications (TcF 407[G]).

Block B: Regional Cultures and Area Studies

AFRICAN STUDIES

International Studies. Seminar: Race in African Literature (Intl 407[G]).

Anthropology. Selected Topics in Ethnology: Problems of Contemporary Africa (Anth 210), Peoples of Africa (Anth 326, 327, 328), Political Anthropology (Anth 453[G]).

English. Black Prose (Eng 310), Black Poetry (Eng 311), Black Drama (Eng 312).

Geography. Geography of Africa (Geog 205).

History. Afro-American History (Hst 222, 223), History of Southern Africa (Hst 231).

ASIAN STUDIES: See this catalog, pp. 46-47.

ENGLISH

English. Survey of English Literature (Eng 204, 205, 206), English Novel (Eng 321, 322, 323), English Drama (Eng 411[G], 412[G], 413[G]), Folklore and Mythology of the British Isles (Eng 418[G]).

History. English History (Hst 304, 305, 306), Tudor England (Hst 466[G]), Stuart England (Hst 467[G]), Victorian England (Hst 468[G]), 20th-Century England (Hst 469[G]).

FRENCH

French. Introduction to French Literature (Fr 301, 302, 303), French Poetry (Fr 317), Contemporary French Theater (Fr 318), French Culture and Civilization (Fr 429[G], 430[G], 431[G]).

History. History of France (Hst 441[G], 442[G], 443[G]).

GERMAN

German. Goethe and His Contemporaries in Translation (Ger 250), Thomas Mann, Kafka, and Hesse in Translation (Ger 251), Brecht and Modern German Drama in Translation (Ger 252), Contemporary German Fiction in Translation (Ger 257), Masterpieces of German Literature (Ger 301, 302).

History. History of Germany (Hst 436[G], 437[G]), Germany in the 20th Century (Hst 438[G]).

ITALIAN

Italian. Dante and His Times (Ital 464[G], 465[G], 466[G]), 20th-Century Italian Literature (Ital 486[G], 487[G], 488[G]).

History. Renaissance Italy (Hst 430[G]).

LATIN AMERICAN STUDIES: See this catalog, pages 104-5.

PACIFIC REGION STUDIES. Members of the University Committee on Pacific Region Studies are Gerald Albaum, Ralph Falconeri, Gerald Fry, Paul Holbo, L. R. Jones, Stephen Kohl, Warren Smith, and Clarence E. Thurber.

International Studies. Special Studies: Diversity and Specialization (Intl 199), Special Studies: Introduction to Australian Studies (Intl 199), Seminar: The Japan Phenomenon (Intl 407[G]), Seminar: The Pacific Challenge—Leadership in Organizations (Intl 407[G]), Seminar: The Overseas Executive: Cross-Cultural Communication (Intl 407[G]).

Anthropology. Peoples of the Pacific (Anth 341, 342, 343).

Comparative Literature. Seminar: Pacific Region Writers (C Lit 407[G]), Experimental Course: Australian Literature (C Lit 410[G]).

Geography. Experimental Course: Economic Geography of East Asia (Geog 410).

Health. Special Problems: Health Problems of the Pacific Region (HEP 406[G]).

RUSSIAN AND EAST EUROPEAN STUDIES: See program section in this catalog.

SCANDINAVIAN

Art History. Scandinavian Art (ArH 457[G], 458[G], 459[G]).

Scandinavian. Ibsen to Hamsun in Translation (Scan 351), August Strindberg to Ingmar Bergman in Translation (Scan 352), Readings in Translation: Scandinavian Literature and Society (Scan 353), SEARCH: Finland/Culture and Religion (Scan 400).

SPANISH

History. History of Spain (Hst 450[G], 451[G]).

Spanish. Cervantes (Span 360), Post-Civil War Spanish Narrative (Span 457), Literature and the Spanish Civil War (Span 459).

WESTERN EUROPEAN STUDIES

Geography. Geography of Europe (Geog 201), Geography of Western Europe (Geog 464[g]).

History. Europe since 1789 (Hst 301, 302, 303), Europe in the Golden Age, 1890-1914 (Hst 444[G]), Europe in the Era of Total War, 1914-1929 (Hst 445[G]), Europe in the Era of Total War, 1929-1945 (Hst 446[G]), The Recovery of Europe, 1945-Present (Hst 454[G]), Economic History of Modern Europe (Hst 455[G]), 456[G]).

Political Science. Politics of Western Europe I, II (PS 424[G], 425[G]).

Block C: Global Perspectives and Issues

WORLD CULTURES

International Studies. World Value Systems (Intl 250), Seminar: World Value Systems (Intl 407[G]).

Anthropology. Ethnology of Hunters and Gatherers (Anth 301), Ethnology of Tribal Societies (Anth 302), Ethnology of Peasant Societies (Anth 303), Exploring Other Cultures: Women and Culture (Anth 310), Race, Culture, and Sociobiology (Anth 414[G]), Cultural Transmission (Anth 415[G]), Culture and Personality (Anth 420[G]), Cultural Dynamics (Anth 450[G]).

Dance. Dance Cultures of the World (DP 452[G]).

Education. Education in Anthropological Perspective (EdPM 471[G]), Comparative Education (EdPM 598).

English. World Literature (Eng 107, 108, 109).

Geography. Landscape, Environment, and Culture (Geog 103), Cultural Geography (Geog 436[G]), Ethnic Geography (Geog 439[G]).

History. World Civilizations (Hst 110, 111, 112).

Humanities. Experimental Course: Music and World Literatures (Hum 410[g]).

Music. Music in World Cultures (Mus 458[g]).

Philosophy. Science and Humanity (Phl 206), Social and Political Philosophy (Phl 309).

Political Science. Political Theory: 19th and 20th Centuries (PS 432[G]), Politics of Multi-Ethnic Societies (PS 443[G]).

Psychology. Prejudice (Psy 415[g]), Group and Individual Differences (Psy 419[g]).

Religious Studies. Great Religions of the World (R 201, 202, 203).

POPULATION AND RESOURCES

International Studies. Population and Global Resources (Intl 251), Seminar: Population and Global Resources (Intl 407[G]).

Anthropology. Food and Culture (Anth 333), Human Population Genetics (Anth 470[G]).

Biology. Human Genetics (Bi 222), The Human Environment (Bi 370), Marine Ecology (Bi 478[G]), The Marine Environment (Bi 479[G]).

Chemistry. Chemistry, Nutrition, and World Food (Ch 121).

Geography. Geography of Water Resources (Geog 483[G]), Geographic Hydrology (Geog 484[G]).

Geology. Oceanography (Geol 353).

Health. World Health Problems (HE 571).

Law. Law of the Sea (L 577).

Physics. Physics of Energy and Environment (Ph 114).

Political Science. Ocean Politics (PS 423[G]), Environmental Politics (PS 497[G]).

Sociology. Communities, Population, and Resources (Soc 210), World Population and Social Structure (Soc 303).

PROBLEMS OF DEVELOPMENT

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (Intl 252), Seminar: Aid to Developing Countries (Intl 407[G]), Seminar: International Community Development (Intl 407[G]), Seminar: National Planning and Development (Intl 407[G]).

Anthropology: Experimental Course: International Development (Anth 410[G]).

Economics. Marxian Economics (Ec 450[G]), Comparative Economic Systems (Ec 451[G]), Economic Development (Ec 457[G], 458[G], 459[G]).

Political Science. Communist Political Systems (PS 335), Seminar: Debt and Development (PS 407[G]), Seminar: Politics of International Financial Institutions (PS 407[G]), Marxist Political Theories (PS 433[G]), Political Development and Revolution (PS 475[G]).

Sociology. Marxist Sociological Theory (Soc 375), Sociology of Developing Areas (Soc 450[G]).

Speech. Seminar: International Communications (TcF 407[G]).

Graduate Studies

An interdisciplinary Master of Arts program in international studies is offered for students who contemplate careers in foreign affairs, international organizations, or domestic organizations with international activities. A minimum of 63 credit hours must be completed for the degree. Students without prior international experience are also expected to serve a relevant 12-credit-hour internship.

The M.A. program in international studies can be tailored to meet the unique professional needs of each student, and it provides the flexibility of interdisciplinary study. In close consultation with 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 education and nutrition; and international education. Concentrations in other professional areas, such as community development or general international program studies, can also be arranged.

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

Of the 63 credit hours needed to complete the degree, students are required to take a minimum of 27 graded credit hours: 12 in the interdisciplinary core and 15 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.

The Interdisciplinary Core. 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: cross-cultural understanding and communication; understanding the dynamics of relations between the United States and developing countries; understanding major development theories and approaches; and competence in cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. 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. 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 rapid influx of foreign students into 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 the state of Oregon turning greater attention to export expansion, professional concentration in international economics and trade in the Pacific region represents another area of expanding opportunities.

Students interested in a general international program, for example, in preparation for the United States Foreign Service, may satisfy this requirement by taking an additional 24 credit hours in the interdisciplinary core, emphasizing political, historical, economic, and cultural factors. Students interested in international communication and journalism might also concentrate on this area.

Geographic Focus. All students take a minimum of 12 credit hours in their area of geographic specialty (e.g., East Asia, Africa, Latin America, the Pacific region). An area specialty is also possible within the generalist category as a professional concentration.

Language Competence. Students must demonstrate 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, served in conjunction with 3 credit hours of a seminar on theory and practice

integration, is required. Internships in the Pacific region are currently 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 of the International Studies Program to have the internship requirement waived. If granted, such a waiver does not reduce credit requirements.

Exit Project. Each student is required to write a thesis or policy paper to complete requirements. 9 credit hours are awarded for a thesis and 3 to 6 credit hours for a policy paper.

Foreign Students. Foreign as well as United States students are encouraged to apply. Their study programs will be individually designed to meet their professional needs and those of the home country. For foreign students, greater emphasis is placed on the professional concentration area in place of language and area studies.

Courses Offered

Undergraduate Courses

Intl 199. Special Studies. 1-3 credit hours any term.

Intl 250. World Value Systems. 3 credit hours.

Origin, diffusion, evolution, and present distribution of some of the major belief systems in the world and their implications for harmony and discord. Majors and students considering this major are encouraged to take Intl 250, 251, 252.

Intl 251. Population and Global Resources. 3 credit hours.

Explores the world ecosystem from a global perspective, including qualitative and quantitative aspects of human populations and their resources, implications of population and resource projections, and variability and uncertainty of methods of projection. Investigates the impact of the technological revolution on a global scale, concentration and depletion of resources, the complexity of ecological interdependence, alternative strategies for coping with global imbalance; suggests how students can develop personal agenda for confronting the questions raised.

Intl 252. Rich Nations and Poor Nations: Conflict and Cooperation. 3 credit hours.

Comparison between developing and more advanced countries. Examination of significant economic disparities and important differences in politics, social structure, culture, and world outlook. Provides background to understand and evaluate these disparities and differences in the context in which the people of various countries seek to improve their quality of life. Examines ability to cope with various choices offered, such as risk or security.

Intl 401. Research. Credit hours to be arranged.

Upper-Division Courses

Carrying Graduate Credit

Intl 403. Thesis. (g) Credit hours to be arranged.

Intl 405. Reading and Conference. (g) Credit hours to be arranged.

Intl 406. Field Studies. (g) Credit hours to be arranged. Prerequisite: program director's consent. P/N only.

Intl 407. Seminar. (G) Credit hours to be arranged. Current topics include:

Aid to Developing Countries. Comstock.
International Community Development. Comstock.
International Research Methods. Fry.
The Japan Phenomenon. Fry, Wolfe.
National Planning and Development. Comstock.
The Overseas Executive. Fry.
The Pacific Challenge. Fry.
Population and Global Resources. Fry.
Race in African Literature. Cheatham.
World Value Systems.

Intl 409. Practicum. (g) Credit hours to be arranged.

Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prerequisite: instructor's consent. P/N only.

Intl 410. Experimental Course. (G) Credit hours to be arranged.

Graduate Courses

Intl 501. Research. Credit hours to be arranged.

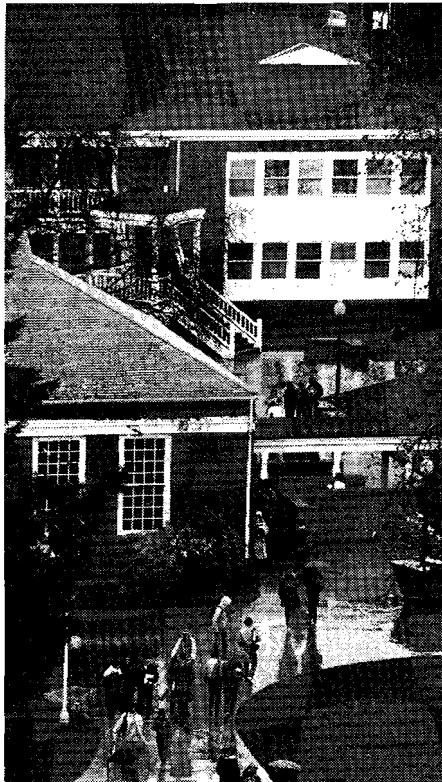
Intl 503. Thesis. Credit hours to be arranged.

Intl 505. Reading and Conference. Credit hours to be arranged.

Intl 506. Field Studies. Credit hours to be arranged. Prerequisites: graduate standing and exit project committee's consent. P/N only.

Intl 509. Practicum. Credit hours to be arranged. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prerequisite: instructor's consent. P/N only.

Intl 510. Experimental Course. Credit hours to be arranged.



Latin American Studies

**272 Condon Hall
Telephone 686-5116**

Executive Committee

Philip Young, Chair

Colette Craig
Robert Jackson
Clarence Thurber

Participating Faculty

George Ayora, Ph.D., Associate Professor of Romance Languages (Spanish-American literature).

William Ayres, Ph.D., Associate Professor of Anthropology (Pacific archaeology, Old World prehistory).

Colette Craig, Ph.D., Associate Professor of Linguistics (bilingualism, language and culture).

David Curland, M.A., Senior Instructor of Romance Languages (Spanish).

Don Dumond, Ph.D., Professor of Anthropology (New World archaeology).

Juan Epple, Ph.D., Assistant Professor of Romance Languages (Spanish-American literature).

Maradel Gale, J.D., Assistant Professor of Urban Planning.

Richard Gale, Ph.D., Associate Professor (sociology of developing areas, sociology of natural resources).

Daniel Goldrich, Ph.D., Professor of Political Science (political development: American, Third World).

Paul Holbo, Ph.D., Professor of History (American foreign relations).

Robert Jackson, Ph.D., Associate Professor of Romance Languages (Spanish narrative).

Carl Johannessen, Ph.D., Professor of Geography (biogeography).

Raymond Mikesell, Ph.D., W. E. Miner Professor of Economics (international economics, economic development).

Jeffrey Needell, Ph.D., Assistant Professor of History.

George Shipman, A.M.L.S., Professor and University Librarian.

Clarence Thurber, Ph.D., Professor of Political Science and International Studies (comparative development).

Philip Young, Ph.D., Professor of Anthropology (social and applied anthropology).

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 B.A. and at the M.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.

Careers. Career opportunities for students completing Latin American studies are available through such avenues as the Peace Corps, the United States Foreign Service (including U.S. Information Service), the foreign aid programs of the American government, the United Nations, and through private foundations, international businesses, and international church organizations.

Program Requirements

The undergraduate program in Latin American studies requires the following course work:

(1) Hispanic America (Hst 350, 351, 352).

(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 credit hours in Latin American area courses (listed below).

Anthropology. Students choosing a major concentration in anthropology must complete the following courses:

(1) Introduction to Physical Anthropology (Anth 104), Introduction to Archaeology (Anth 107), and Introduction to Cultural Anthropology (Anth 108).

(2) 9 credit hours in physical anthropology courses numbered 300-499.

(3) 9 credit hours in cultural anthropology courses numbered 300-499, including Native Central Americans (Anth 318) and Native South Americans (Anth 319).

(4) 9 credit hours in prehistory courses including Middle American Prehistory (Anth 462) and South American Prehistory (Anth 463).

(5) 6 additional credit hours in Latin American anthropology chosen from: Research: Latin America (Anth 401), Reading and Conference: Latin America (Anth 405), Seminar: Modern Latin America (Anth 407).

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 credit 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 180).

(2) 12 additional credit hours of Latin American geography chosen from: Research: Latin America (Geog 401), Reading and Conference: Latin America (Geog 405), Seminar: The Latin American City (Geog 407), Seminar: Latin America (Geog 407), Geography of Middle America (Geog 463).

The adviser for Latin American geography is Carl Johannessen.

History. Students choosing a major concentration in history must complete a minimum of 36 additional credit hours in history, of which 18

must be upper division. Specific requirements include the following:

(1) History of Western Civilization (Hst 101, 102, 103).

(2) 6 additional credit hours in Latin American history chosen from: Research: Latin America (Hst 401), Reading and Conference: Latin America (Hst 405), Seminar: Latin America (Hst 407), History of Mexico (Hst 464), Cuba in the Modern World (Hst 465).

(3) At least 12 credit hours of the history program must be in courses numbered 400-499.

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 45 upper-division credit hours, as outlined in this catalog under Romance Languages, "Literary Major in Spanish." Offerings include Spanish-American Literature (Span 315), Chicano Literature (Span 328), Spanish-American Literature (Span 444), Spanish-American Short Story (Span 445), Novel of the Mexican Revolution (Span 446), and Portuguese and Brazilian Literature (Port 471, 472, 473).

The advisers for Spanish literature are George Ayora, David Curland, Juan Epple, and Robert Jackson.

Latin American Area Courses. In addition to courses in a student's major concentration, a minimum of 12 credit hours are required, chosen from the following courses:

Native Central Americans (Anth 318), Native South Americans (Anth 319), Seminar: Modern Latin America (Anth 407), Middle American Prehistory (Anth 462), South American Prehistory (Anth 463), Art in Latin America (ArH 491, 492, 493), Seminar: The Latin American City (Geog 407), Seminar: Latin American Rural Settlement (Geog 407), Geography of Middle America (Geog 463), History of Mexico (Hst 464), Cuba in the Modern World (Hst 465), Seminar: International Community Development (Intl 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, international studies (an interdisciplinary master's degree program), political science, sociology, and Spanish 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 through an exchange agreement with the Northwest International Consortium of Study Abroad (NICA). See also index entries in this catalog under "Foreign study opportunities."

In addition, arrangements may be made on an individual basis for study in Guatemala, Mexico, Costa Rica, or Brazil (see Colette Craig, Clarence Thurber, Jeffrey Needell, or Carl Johannessen), in Panama (see Philip Young), or in Spain (see Robert Jackson).

Linguistics

233 Straub Hall

Telephone 686-3906

Thomas Givón, Department Head

Faculty

Colette G. Craig, Ph.D., Associate Professor (syntax, semantics, language typology, language contact and bilingualism, language and culture, Latin American studies; Romance, Amerindian, and North African languages). License, 1968, Maitrise, 1969, Université de Paris-Nanterre; Ph.D., 1975, Harvard.

Scott DeLancey, Ph.D., Assistant Professor (phonology, syntax, semantics; Sino-Tibetan and East Asian languages). B.A., 1972, Cornell; Ph.D., 1980, Indiana.

Mary S. Erbaugh, Ph.D., Visiting Assistant Professor (second-language acquisition, English as a second language, psycholinguistics, child language acquisition, syntax, semantics, discourse analysis; Chinese language and culture). A.B., 1970, Oberlin; M.A., 1974, Ph.D., 1982, California, Berkeley.

Thomas Givón, Ph.D., Professor (syntax, semantics, discourse pragmatics, syntactic change, syntactic typology and language universals, language contact, pidgins and creoles, lexicography, philosophy of language; Indo-European, Amerindian, Austronesian, Semitic, African, and Sino-Tibetan languages). B.Sc., 1959, Jerusalem; M.S., 1962, M.A., 1966, Ph.D., 1969, California, Los Angeles.

Derry Malsch, Ph.D., Associate Professor (historical and comparative linguistics, language and culture, sociolinguistics, historical phonology, syntax; Germanic languages). B.A., 1965, M.A., 1967, Chicago; Ph.D., 1971, Wisconsin, Madison.

Russell S. Tomlin, Ph.D., Assistant Professor (discourse analysis, syntax, semantics, second-language acquisition, English as a second language, typology and language universals; South Asian languages). B.A., 1973, Knox; M.A., 1975, Ph.D., 1979, Michigan.

Participating Faculty

Aletta Biersack, Ph.D., Assistant Professor of Anthropology.

Arthur Farley, Ph.D., Associate Professor of Computer and Information Science. On leave 1983-84.

Anne Fernald, Ph.D., Adjunct Assistant Professor of Psychology.

John Gage, Ph.D., Associate Professor of English.

Stanley B. Greenfield, Ph.D., Professor of English.

Peter Jusczyk, Ph.D., Associate Professor of Psychology.

Steven D. Lowenstam, Ph.D., Associate Professor of Classics. On leave 1983-84.

Helmut Plant, Ph.D., Associate Professor of Germanic Languages and Literatures. On leave fall 1983, winter 1984.

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

Theodore Stern, Ph.D., Professor Emeritus of Anthropology.

Lucia Yang, Ph.D., Associate Professor of East Asian Languages and Literatures.

Philip Young, Ph.D., Professor of Anthropology.

General Information

The department offers instruction in linguistics leading to a Bachelor of Arts (B.A.), a Master of Arts (M.A.) in two tracks—general linguistics and English as a second language—and a Doctor of Philosophy (Ph.D.) in linguistics with cross-disciplinary emphasis.

American English Institute

The American English Institute (AEI), directed by linguistics department faculty, provides English as a second language (ESL) instruction to nonnative speakers of English. It offers teaching, training, and employment opportunities for graduate linguistics students in ESL methodology, second-language acquisition, and curriculum development, as well as

research opportunities in the acquisition and teaching of language and related fields.

Cognitive Science

The Department of Linguistics participates in the interdisciplinary Cognitive Science Program, together with the Departments of Anthropology, Biology, Computer and Information Science, and Psychology. Graduate students at both the M.A. and the Ph.D. levels are encouraged to pursue cross-disciplinary studies and research. For further information, see the Cognitive Science section of this catalog.

Financial Aid

The department offers several graduate teaching fellowships (GTF's) in linguistics and at the American English Institute (AEI). Other types of support are occasionally available. Qualified applicants for graduate admission are eligible to apply for support.

Undergraduate Studies

The program offers instruction in the nature of human language, the structural variety of individual languages, and the methodology of conducting a linguistic investigation. The primary aim of linguistics as a science is to study the use and organization of human language in coding and communicating knowledge. Although linguists may study specific facts of many languages, they do so to gain insight into the properties and processes common to all languages. Such common features may in turn reflect universals of human cognitive, cultural, and social organization.

Language occupies a central position in the human universe, so much so that it is often cited as a major criterion for defining humankind. Its use in the coding and processing of knowledge makes it relevant to psychology. As a tool of reasoning it verges on logic and philosophy. As a computational system it relates to computer science and language-data processing. As a repository of one's cultural world view, it is a part of anthropology. As an instrument of social intercourse and a mark of social identity, it interacts with sociology. As a biological subsystem lodged in the brain, it is highly relevant to neurology. As the primary vehicle of learning and maturation it is important for education. As an expressive medium it is the crux of literature and rhetoric. To gain understanding into the complexities of human language is thus to gain entrance into numerous fields of academic investigation and practical use. Indeed, computer programmers, conflict mediators, cryptologists, elementary school teachers, language teachers, lawyers, psychiatrists, speech therapists, and translators all depend heavily on understanding the nature and use of language.

The baccalaureate degree in linguistics provides a solid foundation for further graduate studies in anthropology, communication, computer science, education, journalism, linguistics, literature and languages, philosophy, psychology, sociology, or speech pathology. It is also a strong entry point into the various practical applied fields listed above.

Bachelor of Arts Requirements

(1) Two years of one foreign language and one year of another.

(2) The following required courses in linguistics:

Introduction to Linguistics (Ling 290), 4 credit hours

Languages of the World (Ling 311), 3 credit hours

Phonetics (Ling 411), 4 credit hours

Introduction to Phonology (Ling 450), 4 credit hours

Introduction to Syntax (Ling 451), 4 credit hours

Introduction to Semantics (Ling 452), 4 credit hours

Historical and Comparative Linguistics (Ling 460), 4 credit hours

Sociolinguistics (Ling 490), 3 credit hours

(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 must be upper-division credit hours, including at least one undergraduate Proseminar (Ling 407).

(4) All courses applied toward the major in linguistics must be taken on a graded basis. A course in which a grade of D or lower is earned cannot count toward the major.

(5) The study program of linguistics undergraduate majors must be approved by the departmental undergraduate adviser.

Proposed Minor

Beginning in September 1983, the department plans to offer a formal minor in linguistics in either of two tracks: cognitive science or humanities. Listed below are courses required for completion of the minor in each linguistics track.

Cognitive Science Track 24 credit hours

Introduction to Linguistics (Ling 290) or Elements of Linguistics (Ling 421)	4
Phonetics (Ling 411)	4
Introduction to Phonology (Ling 450) or Discourse Analysis (Ling 522)	4
Introduction to Syntax (Ling 451)	4
Introduction to Semantics (Ling 452)	4
Empirical Methods in Linguistics (Ling 470)	4

Humanities Track 26 credit hours

Introduction to Linguistics (Ling 290) or Elements of Linguistics (Ling 421)	4
Language, Culture, and Society (Ling 295)	3
Languages of the World (Ling 311)	3
Phonetics (Ling 411)	4
Introduction to Phonology (Ling 450)	4
Introduction to Syntax (Ling 451)	4
Introduction to Semantics (Ling 452)	4

Graduate Studies

Solid preparation in linguistics is an indispensable requirement for any further specialization at the graduate level, applied as well as theoretical. Although the faculty and courses deal with a wide variety of linguistic topics and issues, four facets of linguistics are strongly emphasized in the graduate program:

(1) A functional approach to the study of language structure and use;

(2) An empirical, live-data, field-work, experimental, and cross-linguistic approach to the methodology of linguistic research;

(3) Interdisciplinary emphasis on the place of human language in its wider natural context;

(4) English as a second language, at both the teaching-methodology and research levels, and applied linguistics in general.

Master of Arts

The Master of Arts (M.A.) program in linguistics offers two major tracks—one in linguistics, the other in applied linguistics (AL) and English as a second language (ESL). 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.

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 then they are required to take and pass (with at least a B grade) the following upper-division courses: Introduction to Phonology (Ling 450), Introduction to Syntax (Ling 451), and Introduction to Semantics (Ling 452).

Required Courses. The following courses are required for an M.A. in linguistics:

One Proseminar (Ling 407[G]) or Seminar (Ling 507), 3 credit hours

Empirical Methods in Linguistics (Ling 470[G]), 4 credit hours

Linguistic Theory: Phonology (Ling 514), 4 credit hours

Linguistic Theory: Syntax (Ling 515), 4 credit hours

Linguistic Theory: Semantics (Ling 516), 4 credit hours

Field Methods I (Ling 517), 5 credit hours

Field Methods II (Ling 518), 5 credit hours

Elective Courses. Students working toward an M.A. degree must take an additional 17 credit hours of graduate-level courses (not including Ling 450[g], 451[g], or 452[g]), chosen either from linguistics or from relevant related disciplines and approved by the departmental graduate adviser. For M.A. students pursuing the AL-ESL track, these elective courses must include:

Teaching English as a Second Language: Theory (Ling 444[G]), 4 credit hours

Teaching English as a Second Language: Methodology (Ling 445[G]), 4 credit hours

English Grammar (Eng 490[G]), 3 credit hours

Teaching English as a Second Language: Practicum (Ling 509), 3 credit hours

Advanced Teaching English as a Second Language (Ling 545), 3 credit hours

M.A. Examination. The M.A. degree in linguistics will be granted upon successful completion of required course work (no course with a grade lower than C can be counted to satisfy the degree requirements), maintenance of the University-prescribed grade point average, and the passing of a written examination. M.A. examinations are administered twice a year, at the end of the fall and spring terms.

M.A. Thesis. Students in good standing in the program may be invited by the faculty to write an M.A. thesis rather than take the written M.A. examination. The faculty sitting as a committee of the whole must approve such an option, and one linguistics department faculty member must be willing to serve as thesis adviser. The

thesis adviser will make recommendations to the faculty concerning the acceptability of the M.A. thesis. The faculty will either accept or reject the thesis.

Doctor of Philosophy

The Doctor of Philosophy (Ph.D.) program in linguistics is individually tailored to the needs and professional goals of the student, with strong cross-disciplinary emphasis on related fields with faculty strength on the University campus. These may include—but are not limited to—animal communication, anthropological linguistics, applied linguistics, cognitive science, discourse and text analysis, first- and second-language acquisition, language data processing, neurolinguistics, psycholinguistics, sociolinguistics, and speech pathology and speech therapy.

Admission Requirements. Applicants must have an M.A. in linguistics or its equivalent. Applicants without an M.A. may be admitted provisionally and must complete all prerequisite M.A.-level linguistics courses before they become regular graduate students. Each applicant is required to submit, along with the graduate application, a sample graduate research paper (or M.A. thesis) at least thirty pages in length.

Residency Requirement. The Graduate School requires at least three years of full-time work beyond the baccalaureate degree for the doctorate, with at least one year spent in continuous residence on the Eugene campus. The Department of Linguistics construes the latter requirement to mean that at least six formal courses, including seminars, must be taken within the program while the student is in continuous residence for three academic terms.

Foreign Language Requirement. Students in the Ph.D. program must demonstrate proficiency in two foreign languages, either by examination or through course work. These languages are normally French, German, Greek, Italian, Latin, Russian, or Spanish, but the student may petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

Required Courses. No specific courses are required for the Ph.D. Students must complete at least 32 credit hours of graduate courses in linguistics or related fields approved by their doctoral adviser. Of these 32 credit hours, at least 16 must be in linguistics and must include at least two seminars (one in syntax, semantics, or pragmatics). No M.A.-required courses can count toward Ph.D. course requirements.

Doctoral Adviser. The department head will appoint a doctoral adviser for each student upon admission into the Ph.D. program.

Doctoral Examination. Upon completion of all preceding requirements, the candidate may petition the department to take the doctoral examination. The examination consists of three original research papers of substantial length on topics approved by the faculty. At least two of the papers must be in two separate subfields of linguistics, while the third may be in a related field. The linguistics faculty will accept or reject the papers. Upon successful completion of this examination, the student is advanced to candidacy.

Doctoral Dissertation. The Ph.D. will be granted upon completion of the preceding requirements, the writing of an original dissertation acceptable to the doctoral committee, and an oral examination on the dissertation. A student may petition the department to waive the oral examination under special circumstances. The doctoral committee must include at least three linguistics faculty members, and it must be either chaired or cochaired by the student's doctoral adviser in linguistics. The student must submit a dissertation prospectus in writing, and it must be approved by the doctoral committee before the student begins writing the dissertation.

The Linguistics Colloquium

The linguistics colloquium convenes once a week, usually in the afternoon, to hear presentations on special topics of general interest by invited speakers from other departments or universities or by members of the linguistics department, including graduate students. All graduate students are expected to attend regularly.

Advising and Review Practices

Undergraduate students in linguistics are advised about their study program each term by the departmental undergraduate adviser.

Graduate students are advised each term by the departmental graduate adviser. In addition, each student is assigned a personal faculty adviser as early as possible to advise the student in the areas of his or her academic interest. The performance of each graduate student is reviewed at the end of each academic term by the faculty. In case a student falls below what the faculty considers minimal standards of performance in the graduate program, a representative of the faculty advises the student of such faculty assessment and suggests appropriate remedial steps.

Courses Offered

English as a Second Language (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 in 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 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. Prerequisites: credit for Ling 421.

Ling 295. Language, Culture, and Society. 3 credit hours. Introduction to the ways in which language reflects culture and in turn determines cultural world view; interaction between language and social structure, social relations and interpersonal communication; universals of human cognition and communication in relation to the emergence of social and cultural patterns.

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. Prerequisite: Ling 290 or 421.

Upper-Division Courses Carrying Graduate Credit

Ling 401. Research. (G) Credit hours to be arranged. Individual research supervised by a faculty member. Prerequisite: instructor's consent.

Ling 405. Reading and Conference. (G) Credit hours to be arranged. Individual reading and bibliographic work supervised by a faculty member. Prerequisite: instructor's consent.

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, psycholinguistics, language acquisition, applied linguistics. Prerequisites: Ling 451, 452.

Ling 410. Experimental Course. Credit hours to be arranged.

Ling 411. Phonetics. (g) 4 credit hours. Study of the articulatory acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Corequisite: Ling 290.

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. Prerequisites: credit for Ling 290.

Ling 426. Analysis of Language Structure: [term subject]. (G) 3 credit hours any term. The structure of individual languages, language subfamilies or families. Specific languages will vary, with selection most likely from but not limited to Arabic, Austronesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin, Mayan, Penutian, Persian, Romance, Salish, Semitic, Sino-Tibetan, Thai, Uto-Aztecan. Prerequisites: Ling 450, 451, 452 or instructor's consent. May be repeated for credit under different term subjects. Offered 1983-84 and alternate years.

Ling 444. Teaching English as a Second Language: Theory. (G) 4 credit hours. Introduction to second-language acquisition and the teaching of English as a second language. In addition to lectures, requires one hour per week of field research and a research paper. Prerequisites: Ling 290 or 421 and Ling 450; corequisite: Ling 451.

Ling 445. Teaching English as a Second Language: Methodology. (G) 4 credit hours. Development of instructional materials, techniques, and methods in teaching English as a second language (TESL); testing and evaluation of materials, techniques, and methods. In addition to lectures, course requires one hour per week of field research and a research paper. Prerequisite: 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. Prerequisite: Ling 411 or equivalent.

Ling 451. Syntax. (g) 4 credit hours. Syntactic analysis from a transformational perspective. Concentration on principles of argumentation required for the justification of syntactic categories and processes. Prerequisite: Ling 290 or 421.

Ling 452. Semantics. (g) 4 credit hours. Survey of analyses of semantic representation in linguistic theory. Concentration on the relationship between syntactic and semantic structure. Prerequisite: Ling 451.

Ling 460. Historical and Comparative Linguistics. (G) 4 credit hours. Introduction to the principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax; language families and protolanguages. Prerequisites: Ling 450, 451.

Ling 470. Empirical Methods in Linguistics. (G) 4 credit hours. Introduction to empirical, quantified methods of data collection and analysis; surveys, questionnaires, experimental design and elicitation, statistical evaluation of results; data primarily derived from but not limited to discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prerequisites: Ling 450, 451, 452 or instructor's consent.

Ling 490. Sociolinguistics. (G) 3 credit hours. Language in relation to social and interpersonal interaction. Topics covered may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prerequisites: Ling 450, 451, 452.

Graduate Courses

Ling 501. Research. Credit hours to be arranged. Individual research on a specific topic supervised by a faculty member. Prerequisite: instructor's consent.

Ling 503. Thesis. Credit hours to be arranged. Individual research on M.A. thesis or Ph.D. dissertation, supervised by a faculty member. Prerequisite: instructor's consent.

Ling 505. Reading and Conference. Credit hours to be arranged. Individual reading and bibliographic work supervised by a faculty member. Prerequisite: instructor's consent.

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, neurolinguistics, language contact, pidgins and creoles, first- or second-language acquisition, language and culture, sociolinguistics, historical syntax, historical phonology, typology and universals, lexical theory, conversational analysis, language and philosophy. Prerequisites: Ling 450, 451, 452 or instructor's consent.

Ling 509. Teaching English as a Second Language: Practicum. 3 credit hours. Supervised practicum in teaching English as a second language (TESL), either to adults or to children. Prerequisites: Ling 444, 445.

Ling 510. Experimental Course. Credit hours to be arranged.

Ling 514. Linguistic Theory: Phonology. 4 credit hours. Detailed investigation of issues in phonological theory. Topics may include but are not limited to phonemics and coding of the lexicon, phonemics and sound perception and articulation, sound systems and their typology, morphophonology, the acquisition of phonological structures, phonological representation in the brain, current issues in phonology, formal models in phonological description. Requires out-of-class work on research paper. Prerequisites: Ling 450, 460.

Ling 515. Linguistic Theory: Syntax. 4 credit hours. Detailed investigation of issues in syntactic theory. Topics may include but are not limited to universals of semantic, pragmatic, and discourse function and their relation to syntax; syntactic typology and universals, syntax and the lexicon, current issues in syntax, formal models in syntactic description. Requires out-of-class work on a research paper. Prerequisites: Ling 451, 452.

Ling 516. Linguistic Theory: Semantics. 4 credit hours. Detailed investigation of issues in semantic and pragmatic theory. Topics may include but are not limited to universals of lexical semantics, propositional semantics, and discourse pragmatics and their interaction, semantics in philosophy and logic, formal models in semantic description. Requires out-of-class work on a research paper. Prerequisites: Ling 451, 452.

Ling 517. Field Methods I. 5 credit hours. Supervised linguistics fieldwork with language informants, both in and out of class; the application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Prerequisites: Ling 450, 451, 452.

Ling 518. Field Methods II. 5 credit hours. Second term of supervised fieldwork with language informants, both in and out of class; application of language universals to the elicitation, analysis, and evaluation of data from particular languages; writing phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Prerequisites: Ling 450, 451, 452, 517.

Ling 522. Discourse Analysis. 4 credit hours. The study of language data beyond the sentence level; methods of elicitation and analysis of oral and written texts; quantitative text analysis. Topics may include but are not limited to information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing by the brain. Prerequisites: Ling 451, 452.

Ling 545. Advanced Teaching English as a Second Language. 4 credit hours. Examination of current issues and research in second-language acquisition and teaching as related to teaching English as a second language (TESL). Both theoretical and applied aspects are considered. Prerequisite: Ling 445.

Mathematics

218 Fenton Hall
Telephone 686-4705
Charles R. B. Wright, 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., 1953, California, Berkeley.

Bruce A. Barnes, Ph.D., Professor (Banach algebras, operator theory). B.A., 1960, Dartmouth; Ph.D., 1964, Cornell.

Richard B. Barrar, Ph.D., Professor (applied mathematics, differential equations). B.S., 1947, M.S., 1948, Ph.D., 1952, Michigan.

Glenn T. Beelman, A.M., Senior Instructor Emeritus. B.S., 1938, South Dakota State; A.M., 1962, George Washington.

Paul Civin, Ph.D., Professor (Banach algebras); Associate Provost for Planning. B.A., 1939, Buffalo; M.A., 1941, Ph.D., 1942, Duke.

Charles W. Curtis, Ph.D., Professor (algebra). B.A., 1947, Bowdoin; M.A., 1948, Ph.D., 1951, Yale.

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

Robert S. Freeman, Ph.D., Associate Professor (partial differential equations, operator theory). B.A.E., 1947, New York; Ph.D., 1958, California, Berkeley.

Mary L. Fulton, M.S., Instructor; Assistant to the Department Head. B.A., 1972, Nebraska Wesleyan; M.S., 1976, Virginia Commonwealth.

Kenneth S. Ghent, Ph.D., Professor Emeritus (number theory). B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago.

Peter B. Gilkey, Ph.D., Associate Professor (global analysis, differential geometry). B.S., 1966, M.A., 1967, Yale; Ph.D., 1972, Harvard.

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

Alan R. Hoffer, Ph.D., Professor (geometry, mathematics education). B.A., 1958, California, Los Angeles; M.S., 1963, Notre Dame; Ph.D., 1969, Michigan.

James A. Isenberg, Ph.D., Assistant Professor (mathematical physics, differential geometry, nonlinear partial differential equations). A.B., 1973, Princeton; Ph.D., 1979, Maryland.

William M. Kantor, Ph.D., Professor (finite geometries, finite groups, combinatorics). B.S., 1964, Brooklyn; M.A., 1965, Ph.D., 1968, Wisconsin, Madison.

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

John V. Leahy, Ph.D., Professor (algebraic and differential geometry). Ph.D., 1965, Pennsylvania.

Henry L. Loeb, Ph.D., Professor (numerical analysis, approximation theory). B.S., 1949, Wisconsin, Madison; M.A., 1958, Columbia; Ph.D., 1965, California, Los Angeles.

Ivan M. Niven, Ph.D., Professor Emeritus (number theory). B.A., 1934, M.A., 1936, British Columbia; Ph.D., 1938, Chicago.

Paul Olum, Ph.D., Professor (algebraic topology); President, University of Oregon. A.B., 1940, Harvard; M.A., 1942, Princeton; Ph.D., 1947, Harvard.

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., 1956, Utah; 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., 1968, Oregon.

Peter R. Sherman, M.S., Senior Instructor (mathematics education). B.S., 1947, M.S., 1949, Oregon; B.D., 1952, Pacific School of Religion, Berkeley.

Allan J. Sieradski, Ph.D., Professor (algebraic topology, homotopy theory). B.S., 1962, Dayton; M.S., 1964, Ph.D., 1967, Michigan.

Robert F. Tate, Ph.D., Professor (statistics). B.A., 1944, California, Berkeley; M.S., 1949, North Carolina; Ph.D., 1952, California, Berkeley.

Donald R. Truax, Ph.D., Professor (statistics). B.S., 1951, M.S., 1953, Washington; Ph.D., 1955, Stanford.

James M. Van Buskirk, Ph.D., Associate Professor (topology, knot theory). B.S., 1954, Wisconsin, Superior; M.S., 1955, Ph.D., 1962, Wisconsin, Madison.

Marie A. Vitulli, Ph.D., Associate Professor (algebraic geometry). B.A., 1971, Rochester; M.A., 1973, Ph.D., 1976, Pennsylvania.

Marion I. Walter, D.Ed., Professor (mathematics education). B.A., 1950, Hunter; M.S., 1954, New York; D.Ed., 1967, Harvard.

Lewis E. Ward, Jr., Ph.D., Professor (topology). A.B., 1949, California, Berkeley; M.S., 1951, Ph.D., 1953, Tulane.

Jerry M. Wolfe, Ph.D., Associate Professor (numerical analysis). B.S., 1966, Oregon State; 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., 1959, Wisconsin, Madison.

Sergey Yuzvinsky, Ph.D., Assistant Professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad.

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 satisfy the science group requirement. Since September 1982, new and transfer students entering the University with fewer than 30 credit hours must fulfill Plan I group and cluster requirements. Courses that meet the Plan I science group requirement are Mth 150-158, 231, and 232; Mth 201-203 and 207-209 satisfy the cluster requirement. Until September 1985, students who first enrolled prior to September 1982 or who transferred with 30 or more credit hours may fulfill Plan II requirements instead. For further information, see the current *Time Schedule of Classes*. Intermediate Algebra (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 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 already 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. The third term (Mth 209) provides an introduction to probability and applications to statistics. Calculus (Mth 201, 202, 203) is the standard sequence recommended to most students in the physical sciences and mathematics.

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.

To qualify for a baccalaureate degree with a major in mathematics, a student must satisfy the requirements listed in one of the eight options below or receive explicit approval for an alternative program from the head adviser for undergraduate mathematics prior to the beginning of the last full year of study.

Upper-division courses used to satisfy these requirements must be graded, and at most one grade of D may be counted toward the upper-division requirement. At least 12 credit hours in upper-division mathematics courses must be taken in residence at the University.

All mathematics majors must take Elementary Analysis (Mth 321); all majors not graduating under option seven must take Linear Algebra (Mth 412). It is important that these courses be taken at the right stage in the student's career. If a student takes Calculus of Several Variables with Linear Algebra (Mth 331-333) in the sophomore year, as most mathematics majors do, the student then should take Mth 321 and 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 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. Students should talk to a mathematics adviser if there is doubt about which course to take.

Mth 321 and 412 are theoretical. 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 increase greatly the student's understanding and appreciation of other upper-division courses. This benefit is 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 credit hours (exclusive of Mth 425-427), including Mth 331-333, Mth 321 or 212, Mth 412 or 417, and at least two terms selected from one sequence and two terms selected from another sequence in the following sets: Mth 413-417; Mth 431-433; Mth 437, 438; Mth 447-449.

Recommended: Mth 421, 422, 461, 462.

Option Two: Statistics Emphasis. Required: 36 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 331-333, Mth 321 or 212, Mth 412 or 417, Mth 420 and either Mth 441, 442, 443, or 444; or Mth 447-449.

Recommended: Mth 428-430; Mth 450, 451; Mth 454, 455; and CIS 134, 201, 203.

Please note: Students planning graduate work in statistics are urged to take Mth 447-449 and 431-433.

Option Three: Physical Science Emphasis. Required: 34 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 331-333, Mth 321 or 212, Mth 412 or 417, and at least five terms selected from among Mth 421, 422; Mth 428-430; Mth 441-443; Mth 461; Mth 462; Mth 465; Mth 466; Mth 467.

Also required are any two of the following three sets of sequences—Ch 204-206 or Ch 104-106; Geol 201-203; Ph 201-203; or Ph 211-213. An upper-division three-term sequence in chemistry, geology, or physics may be substituted for one of these sequences.

Recommended: Mth 415-417, Mth 431-433, Mth 444, Ph 324-326, Ph 421-423, Ph 441-443, Ch 441-443, Geol 463.

Option Four: Computer Science Emphasis. Required: 30 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 331-333, Mth 321 or 212, Mth 412 or 417, and either Mth 428-430 or 418-420.

Also required: Mth 231, 232; CIS 311, 313, 315.

Recommended: Mth 415-417; Mth 441, 442; Mth 443; Mth 465.

Option Five: Social Science or Business Emphasis. Required: 36 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 331-333; Mth 321 or 212; Mth 412 or 417; Mth 420; Mth 441, 442; Mth 443 or 444.

Recommended: Mth 354, 355; Mth 418, 419; Mth 428-430; Mth 437, 438; 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 in the College of Business Administration.

Option Six: Biological Science Emphasis. Required: 28 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 331-333; Mth 321 or 212; Mth 412 or 417; Mth 441, 442; Mth 461.

Also required: Ch 204-206 or Ch 104-106; Ph 201-203 or Ph 211-213; and Bi 311-313 (with laboratories).

Recommended: Mth 413; Mth 420; Mth 428-430; Mth 443; Mth 444; Mth 450, 451; Mth 462; Mth 465; Mth 466; CIS 201, 203; Bi 422; Bi 424; Bi 470; Bi 471; Bi 472; Bi 473; Bi 480.

Option Seven: Secondary Teaching Emphasis. Required: 30 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 321 or 212; Mth 341-343; Mth 344, 345; Mth 346 or 441; Mth 411 or 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.

Option Eight: Preengineering Emphasis. Required: 34 upper-division mathematics credit hours (exclusive of Mth 425-427), including Mth 321; Mth 331-333; Mth 412 or 417; Mth 461 and at least four terms from the following series: Mth 421, 422; Mth 428-430; Mth 462; Mth 465-467.

Also required: Ch 104-106 or 204-206; CIS 133 or 203; Ph 201-203 or 211-213.

Recommended: Mth 431-432; Mth 441-443; Ph 324-326.

Proposed Minor

Beginning in September 1983, the department plans to offer a formal minor. The minor program is intended for any student with a strong interest in mathematics, regardless of major. While students in such closely allied fields as computer and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor program useful. Many surveys have shown that employers strongly prefer hiring people with solid mathematical training.

To earn a minor in mathematics, a student must complete at least 24 credit hours in mathematics at the 200 level or above, excluding Elements of Statistical Methods (Mth 425-427) and including at least 18 upper-division credit hours. Only *one* grade of D may be counted toward fulfilling the upper-division requirement. Within these general guidelines, the program is highly flexible. Students with questions should contact the Department of Mathematics peer advisers or Richard Koch, the head undergraduate adviser.

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.

Secondary School Teaching

The Department of Mathematics offers work for preparation to teach mathematics in public secondary schools. Certification as an Oregon secondary teacher with a mathematics endorsement requires satisfactory completion of a program of teacher preparation, which includes subject matter preparation in the teaching specialty and in professional education, 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 department endorsement adviser for teacher education and inquire at the secondary education office in the College of Education.

Honors and Awards

Students preparing to graduate with honors in mathematics should notify the chair of the Undergraduate Affairs Committee not later than the first term of their senior year. They must complete two of the following four sets of courses with at least a B average (3.00 GPA): Mth 413, 414 (or Mth 415, 416); Mth 431, 432; Mth 437, 438; Mth 447, 448 (or Mth 447, 454). They must also write a thesis covering advanced topics assigned by their 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 fall term.

Other Information

The department office and the Mathematics Library are located in Fenton Hall. An undergraduate lounge equipped with tables, blackboards, and mathematics books and periodicals is in Deady Hall.

Graduate Studies

The University offers graduate study in mathematics leading to the Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) degrees.

Master's degree programs 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 interdisci-

plinary 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 admission 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, upon 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.

Transcripts from all undergraduate and graduate institutions attended and copies of Graduate Record Examination (GRE) 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. Further details can be found in the Department of Mathematics *Graduate Student Handbook*, available in the departmental office. All mathematics courses applied to degree requirements, including associated reading courses, must be graded. A final written or oral examination or both is required for masters' degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Pre-Ph.D. Master's Program

Of the required 45 credit hours, at least 18 must be 500-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics.

Students must complete two 500-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete either one other 500-level sequence or a combination of three terms of 500-level courses approved by the master's degree subcommittee of the Graduate Affairs Committee.

Master's Program

Of the required 45 credit hours, at least 9 must be 500-level mathematics courses, excluding Mth 505; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 500-level sequence, or two 500-level sequences and one of the following: Mth 412-414 or Mth 415-417; Mth 431-433; Mth 437-439; Mth 447-449 or Mth 447, 454, 455.

Students should also 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 500-level mathematics courses.

Students must take at least 36 credit hours in mathematics courses at either the 400(G) or 500 level or both, to include the following or their equivalents: (a) Mth 412-414, or Mth 415-417; (b) Mth 431-433; (c) two terms from one of the following groups: Mth 437-439; Mth 447-449 or Mth 447, 454, 455; Mth 487-489; Mth 534-536.

Students should also have taken, at some time, a one-term or longer course in introductory linear algebra, set theory and mathematical logic, and in differential equations or functions of several variables.

Interdisciplinary Studies: Teaching and Mathematics

This program is intended for secondary school teachers of mathematics. To be admitted, an applicant must have had at least 18 undergraduate 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.

Pre-Ph.D. Program. To be admitted to the pre-Ph.D. program, an entering graduate student must have completed a course of study equivalent to the graduate preparatory baccalaureate degree program described above. Other students will be placed in the master's degree program and may apply for admittance to the pre-Ph.D. program following a year of graduate study. Students in the pre-Ph.D. program must take the qualifying examination at the beginning of their second year during the week before classes begin fall term. The qualifying examination consists of examinations on two basic 500-level graduate courses, one from each of two of the following three categories: (a) algebra, (b) analysis, (c) numerical analysis, probability, statistics, or topology.

Ph.D. Program. Admission to the Ph.D. program is based upon the following criteria: satisfactory performance on the qualifying examination, completion of three courses at a level commensurate with study toward a Ph.D., and satisfactory performance in seminars or other courses taken as a part of the pre-Ph.D. or Ph.D. programs. Students who are not admitted to the Ph.D. program because of unsatisfactory performance on the fall term qualifying examination may retake the qualifying examination at the beginning of winter term.

A student in the Ph.D. program is advanced to candidacy after passing two language examinations and the comprehensive examination. To complete the requirements for the Ph.D., candidates must submit a 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, and Russian. (Alternative languages are acceptable in certain fields.) Language requirements may be fulfilled by (a) passing a departmentally administered examination; (b) satisfactorily completing a second-year college-level language course; or (c) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This is an oral examination emphasizing the basic material in the student's general area of interest. A student is expected to take this examination during the first three years in the combined pre-Ph.D. and Ph.D. programs. To be eligible to take this examination, a student must have completed the language examinations and nearly all the course work needed for the Ph.D.

Dissertation. Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics. 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. P/N only. *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 satisfactory placement score.

Mth 101. College Algebra. 4 credit hours. Algebra needed as preparation for Elementary Functions (Mth 102), for Calculus for 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 satisfactory placement test score.

Mth 115. Preparation for Calculus. 4 credit hours. 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 precalculus mathematics prior to enrolling in Mth 201. Not suitable as preparation for Mth 207. Prerequisite: satisfactory placement test score. Offered fall term only.

Mth 121, 122, 123. Mathematics for Elementary Teachers. 3 credit hours each term. 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 are interwoven when appropriate. Calculators, concrete materials, and problem-solving approaches are used. Prerequisite for Mth 121: passing an entrance test based upon arithmetic, elementary algebra, and geometry. Prerequisite for Mth 122 and 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 1983.

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, 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, two years of high school algebra, or entrance placement for Mth 101. Offered infrequently; last offered spring 1983.

Mth 152. Mathematical Symmetry. 3 credit hours. 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, 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, two years of high school algebra, or entrance placement for Mth 101.

Mth 154. Mathematical Milestones. 3 credit hours. 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 departmental consent. Offered infrequently; last offered winter 1976.

Mth 155. Maximum and Minimum Problems. 3 credit hours. Use of inequalities to determine maximum and minimum values in arithmetic, algebra, and geometry. Prerequisite: Mth 101 or equivalent. Offered infrequently; last offered 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, 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, 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 of mathematics. Prerequisite: Mth 102, Mth 115, or high school trigonometry and satisfactory placement score. 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. 207, 208: Basic two-term introduction to topics in differential and integral calculus, including some aspects of the calculus of several variables. 209: Introduction to probability and statistics using calculus as a foundation, including discrete and continuous probability, sampling distributions, point and interval estimation. Designed for students in the social and managerial sciences whose programs do not require upper-division courses in calculus. Sequence contains many topics covered in Mth 201-203 but in much less depth. Mth 207-209 is not adequate preparation for some graduate programs (for instance, economics); students planning graduate study should consult an adviser before beginning this sequence. Mathematics students and students in the physical sciences should enroll in Mth 201-203. Prerequisite: Mth 101 or 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. 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. Last offered 1980.

Mth 231, 232, 233. Elements of Discrete Mathematics. 4 credit hours each term. 231, 232: Finite and infinite sets, mathematical induction, permutations and combinations, relations and functions, theory of graphs with applications, Boolean algebra, and discrete probability. 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 spring 1977.

Mth 321. Elementary Analysis. 4 credit hours. 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 instructor's consent.

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's 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; thus some students who take this sequence do not need to take Mth 411. Prerequisite: Mth 203 or instructor's consent.

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 instructor's consent.

Mth 344, 345. Fundamentals of Geometry. 3 credit hours each term. 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 instructor's consent.

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 instructor's consent.

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 instructor's consent.

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 410. Experimental Course. (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 terms of calculus or instructor's consent. Some students who have credit for Mth 331-333 do not need this course. Such students should consult a mathematics adviser.

Mth 412. Linear Algebra. (G) 3 credit hours. 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 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, 411, or instructor's consent.

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 instructor's consent.

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 201-203 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 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 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 instructor's consent.

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. (g) 3 credit hours. A practical course intended for students with 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: CIS 201; corequisite: Mth 331.

Mth 431, 432, 433. Introduction to Analysis. (G) 3 credit hours each term. 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. Prerequisites: Mth 321 and 331-333 or instructor's consent.

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: upper-division mathematics sequence or instructor's consent.

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. Nonmeasure 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 instructor's consent.

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 instructor's consent.

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. Prerequisites: Mth 442 and Mth 333 or 411. Offered infrequently; not offered 1983-84.

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 instructor's consent.

Mth 457, 458, 459. Foundations of Mathematics. (g) 2-4 credit hours each term. Offered infrequently, summer session only.

Mth 461. Introduction to Differential Equations. (g) 3 credit hours. Linear differential equations, applications, series solutions of differential equations. Prerequisite: Mth 331.

Mth 462. Differential Equations. (g) 3 credit hours. Systems of equations, boundary value problems, Green's functions, special functions. Prerequisites: Mth 333 or 411 and 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 instructor's consent.

Mth 467. Topics in Applied Mathematics. (g) 3 credit hours. Topics selected from integral equations and distribution theory. Prerequisite: Mth 332 or instructor's consent.

Mth 468, 469. Probability and Statistics. (g) 2-4 credit hours each term. Offered infrequently, summer session only.

Mth 478, 479. Algebra. (g) 2-4 credit hours each term. Offered infrequently, summer session only.

Mth 487, 488, 489. Geometry. (G) 3 or 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. Prerequisites: a year sequence in calculus and senior or graduate standing or instructor's consent. Not offered 1983-84.

Mth 498, 499. Analysis. (g) 2-4 credit hours each term. Offered infrequently, summer session only.

Graduate Courses

Mth 501. Research. Credit hours to be arranged. P/N only.

Mth 503. Thesis. Credit hours to be arranged. P/N only.

Mth 505. Reading and Conference. Credit hours to be arranged.

Mth 507. Seminar. Credit hours to be arranged. Algebraic Geometry. Isenberg, 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, Isenberg, Leahy
Groups and Representations. Curtis, Kantor, Seitz, Wright
Harmonic Analysis. Ross
Homological Algebra. Anderson, Harrison, Vitulli
Lie Algebras and Algebraic Groups. Curtis, Seitz, Yuzvinsky
Mathematical Physics. Isenberg
Mathematics Education. Hoffer, Walter
Noncommutative Rings. Anderson, Harrison
Numerical Analysis. Loeb, Wolfe
Partial Differential Equations. Freeman, Gilkey, Isenberg
Probability. Truax, Yuzvinsky
Statistics. Andrews, 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 M.B.A. Student. 4 credit hours. Introduction to the algebra and geometry of real Euclidean space. The concepts of calculus, both single- and multiple-variable; applications of calculus to business and economics. Enrollment in Master of Business Administration (M.B.A.) degree program required.

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 411; Mth 421 recommended. Offered infrequently; last offered 1975-76.

Mth 531, 532, 533. Linear Analysis in Applied Mathematics. 3 or 4 credit hours each term. Topics selected from the theory of integral equations, calculus of variations, partial differential equations, boundary value problems, linear operators, integral transforms, spectral theory, distributions, eigenfunction expansions with applications. Of primary interest to physical science majors. Prerequisites: Mth 333, 461, and 421 or equivalent, or instructor's consent. Offered infrequently; last offered 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. Prerequisites: Mth 412, 433, 461, and an introductory course in numerical analysis, or instructor's consent.

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 579, 580. Algebra. 2-4 credit hours each term. Offered infrequently, summer session only.

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 589. Geometry. 2-4 credit hours. Offered infrequently, summer session only.

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.

Mth 598, 599. Analysis. 2-4 credit hours each term. Offered infrequently, summer session only.

Music

For music courses that satisfy the arts and letters group requirement, see Sample Programs, pages 35-40, and the School of Music section of this catalog.



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., 1947, Princeton; M.A., 1951, Ph.D., 1955, California, Berkeley.

William E. Davie, Ph.D., Associate Professor (ethics, Wittgenstein, history of philosophy). B.A., 1964, Washington; Ph.D., 1969, California, Irvine.

Robert T. Herbert, Ph.D., Professor (metaphysics, 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., 1956, Wisconsin, Madison; M.A., 1961, Ph.D., 1962, Harvard.

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

Catherine W. Wilson, Ph.D., Assistant Professor (philosophy of science, philosophy of language, aesthetics). B.A., 1972, Yale; B.Phil., 1974, Oxford; Ph.D., 1977, Princeton.

John Wisdom, M.A., Professor Emeritus (philosophical methods). B.A., 1923, M.A., 1934, Cambridge.

Arnulf Zweig, Ph.D., Professor (Kant, philosophy of law, history of philosophy). B.A., 1952, Rochester; Ph.D., 1960, Stanford.

Undergraduate Studies

The Department of Philosophy offers many lower- and upper-division courses of interest to students in areas of concentration other than philosophy. A major program leading to either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree is also available. Freshmen and transfer students planning to study philosophy should be prepared to read rather difficult prose, since virtually all courses in the department use 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-credit-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 History of Logic (Phi 455, 456), and 6 credit hours in courses on the works of specific authors. Courses of study must be arranged in consultation with the undergraduate major adviser.

Proposed Minor

Beginning in September 1983 the Department of Philosophy plans to offer a formal minor. The minimum minor requirement is 24 credit hours in philosophy with grades of C or better, including 15 credit hours in upper-division courses. The 15-credit-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) and 3 credit hours on the works of specific authors.

Honors

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 2.50 in philosophy courses at the end of the junior year; to complete the program the student must have a GPA of at least 3.50 in philosophy at the end of the senior year.

Courses. Besides those courses required of all philosophy majors, a candidate for honors must take an additional 6 credit 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 it may be a revised and expanded version of a term paper. The thesis requires approval by the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved to receive a baccalaureate degree with honors.

Graduate Studies

The department offers a graduate program leading to the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) degrees. The department's graduate offerings are intended to meet the needs of three 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 the University.

Applicants for admission to graduate studies are asked to write a brief letter explaining their philosophical background and their specific philosophical interests, to help the department's Admissions Committee decide whether ours is the most appropriate philosophy department for the applicant's goals. Applicants are urged to read some of the publications of faculty members in the department in order to see the sort of work being done here.

In addition to general University regulations governing graduate admission (see Graduate School section of this catalog), 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 (GRE) is recommended, though it is not a formal requirement for admission. Applicants should write to the department, explaining their interest in graduate studies at the University and requesting a Graduate Application for Admis-

sion. The first copy (green) and one complete set of transcripts, together with the \$25.00 application fee, should be sent to the Office of Admissions, Oregon Hall. The other four copies of the application, along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the department by the professors recommending the applicant.

Graduate teaching fellowships (GTF's) 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. Introduction to Philosophy: 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 Philosophy: 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 Philosophy: 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 consent. Offered alternate years; 321 offered 1983-84.

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 331. Philosophy in Literature. 3 credit hours. Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prerequisite: one previous course in philosophy.

Phi 339, 340. Introduction to Philosophy of Science. 3 credit hours each term. Analysis of basic concepts of science such as "explanation," "chance," and "causation." The nature of mathematics and its relation to science. Prerequisite: one previous course in philosophy.

Phi 344. Law and Society. 3 credit hours. Introduction to the major philosophical and political issues raised by the institution of law. Topics include the justification of the legal order, the nature of legal reasoning, and the legitimacy of punishment. 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, and the meaningfulness of metaphysics. Prerequisite: two previous courses in philosophy or instructor's consent. Offered alternate years; 350 offered 1983-84.

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 410. Experimental Course. (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 1983-84 and 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; not offered 1983-84.

Phi 416. Descartes. (G) 3 credit hours. A study of Descartes's writings on method, knowledge, philosophy of mind, and metaphysics. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years; not offered 1983-84.

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. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years; not offered 1983-84.

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; not offered 1983-84.

Phi 425. Berkeley. (G) 3 credit hours. A study of Berkeley's major writings on knowledge and perception. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered 1983-84 and alternate years.

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 1983-84 and 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*. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered 1983-84 and 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 436, 437. Hegel and Marx. (G) 3 credit hours each term. A survey of the central philosophical and social theories of Hegel and Marx, including consideration of the relation of their work. Prerequisite: one previous course in philosophy.

Phi 438. Kierkegaard. (G) 3 credit hours. Examination of Kierkegaard's major philosophical writings. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years; not offered 1983-84.

Phi 439, 440. Philosophy of Religion. (G) 3 credit hours each term. 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; 439 offered 1983-84.

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; not offered 1983-84.

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; not offered 1983-84.

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, and Strawson. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years; 455 offered 1983-84.

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. Offered alternate years; not offered 1983-84.

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; not offered 1983-84.

Phi 468. Problems in Philosophy of Science. (G) 3 credit hours. Intensive study of concepts important to the development of natural science, including

natural law, explanation, scientific method, reduction, and causation. Readings from Classical and modern sources. Prerequisite: 9 credit hours in philosophy or instructor's consent. Offered alternate years; not offered 1983-84.

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, and ethnolinguistics.

Graduate Courses

Phi 501. Research. Credit hours to be arranged. P/N only.

Phi 503. Thesis. Credit hours to be arranged. P/N only.

Phi 505. Reading and Conference. Credit hours to be arranged.

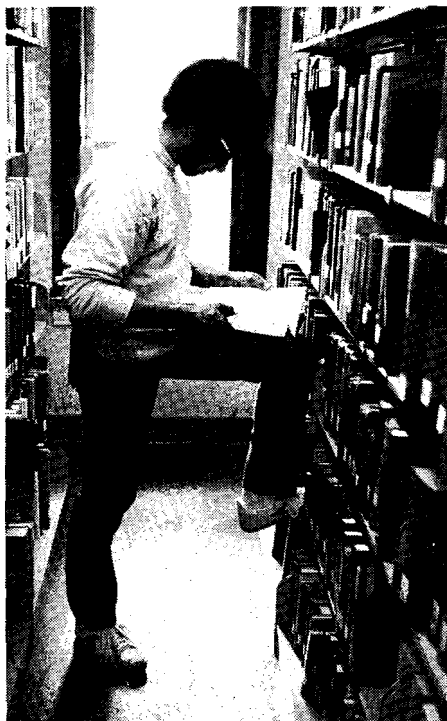
Phi 507. Seminar. Credit hours to be arranged. Metaphysics. Practical Reasoning. Problems in the Philosophy of Language.

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 instructor's consent.

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 instructor's consent. Not offered 1983-84.

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 instructor's consent.



Physics

122 Science I

Telephone 686-4751

Bernd Crasemann, Department Head

Faculty

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Davidson E. Soper, Ph.D., Professor (elementary particle theory). B.A., 1965, Amherst; Ph.D., 1971, Stanford. On leave 1983-84.

William W. Suggs, Ph.D., Visiting Associate Professor (astronomy teaching). B.A., 1964, M.A., 1966, Cincinnati; Ph.D., 1975, George Peabody.

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Special Staff

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Ikaros I. Bigi, Ph.D., Research Associate (elementary particle theory). Abitur Diploma, 1967, Gymnasium Fridericianum; M.A., 1973, Ph.D., 1976, Munich.

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J. V. Radostitz, Research Associate (scientific instrumentation).

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Xerxes R. Tata, Ph.D., Research Associate (elementary particle theory). B.S., 1974, Bombay; M.S., 1976, Indian Institute of Technology; Ph.D., 1981, Texas, Austin.

Frank Vignola, Ph.D., Research Associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon.

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. 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). Transfer students should also have completed as many as possible of the University requirements for the baccalaureate degree, listed on page 18.

Careers. Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in either teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with 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.

Students wishing to pursue an engineering degree can complete their first one or two years at the University, then transfer to an engineering school to complete their studies. For more information, see the Preengineering Preparation section of this catalog.

Major Requirements

Because of the sequential nature of physics courses, it is imperative to start planning a major program in physics early. Interested students should consult the advising coordinator in the Department of Physics near the beginning of their studies. Requirements for the baccalaureate degree are outlined below.

(1) Complete graduation requirements for the baccalaureate degree listed on page 18. In addition, for the B.A. degree, the language and literature requirements must be completed. One of the scientific languages—French, German, or Russian—is recommended for students planning graduate study in physics, since proficiency in a foreign language is required by many graduate schools.

(2) Complete the following required lower-division courses or their equivalents:

(a) General Physics (Ph 201, 202, 203) or General Physics with Calculus (Ph 211, 212, 213)

(b) Introductory Physics Laboratory (Ph 204, 205, 206)

(c) Introduction to Modern Physics (Ph 214) or Introduction to Quantum Mechanics (Ph 451)

(d) Calculus (Mth 201, 202, 203)

(e) General Chemistry with laboratories (Ch 104, 105, 106 and Ch 107, 108, 109)

(3) Complete at least 8 terms of graded upper-division courses in physics including Classical Mechanics (Ph 324, 325) and Electricity and Magnetism (Ph 441, 442). Only courses graded A, B, or C 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 Pass/No pass (P/N). Courses numbered 400-410 may not be included without the explicit approval of the physics advising coordinator.

Preengineering

Students interested in engineering may complete preparatory course work at the University of Oregon before enrolling in a professional engineering program at Oregon State University (OSU) or elsewhere. The Department of Physics is also proposing for fall 1984 a new three-plus-two program which will allow a student to earn a baccalaureate degree in physics from the University and one in engineering from OSU. For more information, see the Preengineering Preparation section of this catalog.

Proposed Minor

Beginning in September 1983, the Department of Physics plans to offer a formal minor. Students wanting to minor in physics must complete a minimum of 24 credit hours in physics courses of which at least 15 must be upper division. These credit hours must include at least one of the following two-term sequences: Classical Mechanics (Ph 324, 325), Thermodynamics and Statistical Physics (Ph 351, 352), or Electricity and Magnetism (Ph 441, 442). **Note:** General Physics (Ph 201, 202, 203) or General Physics with Calculus (Ph 211, 212, 213) is prerequisite to all upper-division physics courses and should normally constitute part of the minor program. Substitutions may be made with the permission of the physics advising coordinator.

Secondary School Teaching

The Department of Physics offers work for preparation to teach physics in public secondary schools. Certification as an Oregon secondary teacher with the physical science endorsement (physics option) requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, 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 department adviser for teacher education and inquire at the secondary education office in the College of Education.

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.

Graduate Study Preparation

Students planning to go 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 many graduate schools.

Sample Program for Pregraduate Students

The following sample program is designed for students preparing for graduate study in physics and prepared to take calculus in their freshman year. Students should consult the physics advising coordinator for assistance in planning programs adapted to their individual needs. In addition to general graduation requirements, a foreign language, and electives, students should plan to take the courses listed below.

Freshman Year	credit hours
General Physics (Ph 201, 202, 203) or General Physics with Calculus (Ph 211, 212, 213)	12
Introductory Physics Laboratory (Ph 204, 205, 206)	6
Calculus (Mth 201, 202, 203)	12
Sophomore Year	credit hours
Introduction to Modern Physics (Ph 214)	4
Classical Mechanics (Ph 324, 325)	8
Calculus of Several Variables with Linear Algebra (Mth 331, 332, 333)	12
General Chemistry (Ch 104, 105, 106) with laboratories (Ch 107, 108, 109)	15
Junior Year	credit hours
Thermodynamics and Statistical Physics (Ph 351, 352)	8
Electricity and Magnetism (Ph 441, 442)	8
Mathematics or physics electives or both	8
Senior Year	credit hours
Introduction to Quantum Mechanics (Ph 451, 452, 453) or Ph 451 plus mathematics or physics electives or both	12
Courses from the modern physics cluster: Atomic and Molecular Physics (Ph 421), Nuclei and Particles (Ph 422), Introduction to Solid State Physics (Ph 423), or Advanced Physics Laboratory I or II (Ph 410)	

Sample Program for Transfer Students

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general chemistry with laboratories, and as many as possible of the University requirements for the baccalaureate degree. Transfer students should complete the following physics and mathematics courses:

Junior Year	credit hours
Introduction to Modern Physics (Ph 214)	4
Classical Mechanics (Ph 324, 325)	8
Thermodynamics and Statistical Physics (Ph 351, 352)	8
Calculus of Several Variables with Linear Algebra (Mth 331, 332, 333)	12
Senior Year	credit hours
Electricity and Magnetism (Ph 441, 442)	8
Physics electives at least 8	8
Additional mathematics	8

Graduate Studies

The Department of Physics offers graduate programs leading to the Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) degrees, with a variety of opportunities for research. Current research areas include astronomy and astrophysics, atomic and molecular physics, biophysics, chemical physics, condensed matter theory, elementary particle 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.

Pine Mountain Observatory

The Department of Physics operates the Pine Mountain Observatory for research and advanced instruction in astronomy. The Observatory is located thirty miles southeast of Bend, Oregon, off Highway 20 near Millican, at an altitude of 6300 feet above sea level. The observatory has three telescopes in separate domes, 15 inches, 24 inches, and 32 inches in diameter—the largest governed by computer. All are Cassegrain reflectors. The site has an astronomers' residence building and a caretaker's house. Professional astronomical research is in progress at the observatory on every partially or totally clear night of the year, and the site is staffed year around.

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 (GPA) of 3.00 (B) in advanced physics and mathematics courses. Submission of scores on the Graduate Record Examination (GRE), including the Advanced Test in Physics, is recommended and strongly urged for foreign students. Students from non-English speaking countries are required to demonstrate proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL). Each applicant must submit to the Department of Physics one copy of a completed Graduate Application for Admission, one copy of official transcripts of all prior academic work, and three letters of reference from persons well acquainted with the applicant's ability and recent work in physics.

Financial aid is available on a competitive basis to Ph.D. students in the form of teaching or research fellowships (GTF's). Both require approximately fifteen hours of work per week and provide a stipend and tuition waiver. Normally new students are eligible only for teaching fellowships.

The sequential nature of most physics courses makes it difficult to begin graduate study in terms other than fall. Furthermore, financial aid is usually available only to students who begin their studies in the fall.

The deadline for fall admission is August 15, but financial aid applicants must submit all application materials by March 1 to 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 in order 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 of Science (M.S.) degree with a major in physics normally include, in addition to the substantive equivalent of the undergraduate physics degree, two three-term sequences in physics—at least one at the 500 level—and one of the following sequences or clusters in mathematics:

Linear Algebra (Mth 412), Topics in Linear Algebra (Mth 413), Differential Equations (Mth 462);

Functions of a Complex Variable (Mth 421, 422), plus Linear Analysis in Applied Mathematics (Mth 531) or another 400-level mathematics course approved by the director of graduate studies;

Introduction to Numerical Analysis (Mth 428, 429, 430);

Introduction to Statistical Theory (Mth 441, 442), Regression Analysis and Analysis of Variance (Mth 443);

Fourier Series and Orthogonal Functions (Mth 465), Fourier and Laplace Integrals (Mth 466), Topics in Applied Mathematics (Mth 467);

Linear Analysis in Applied Mathematics (Mth 531, 532, 533);

or three 400- or 500-level mathematics courses approved by the director of graduate studies before registration.

A total of 45 graduate-level credit hours must be completed, including 30 credit hours in graded physics courses, except for Research (Ph 501) and Thesis (Ph 503) hours, which are only offered on a Pass/No pass basis. Courses other than physics or approved mathematics courses must be in related fields approved by the director of graduate studies. A maximum of 15 credit hours earned at another accredited graduate school may be applied, and 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).

In addition to all the preceding requirements, candidates for the Master of Arts (M.A.) degree must demonstrate foreign language proficiency, as described below.

The master's degree program may be completed in four terms.

Doctor of Philosophy (Ph.D.)

The physics department has few course requirements for the Ph.D. degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral thesis research. After overcoming any deficiencies in undergraduate (400-level) background and passing the master's degree final examination, students generally prepare for the qualifying examination by taking Theoretical Mechanics (Ph 511, 512), Electromagnetic Theory (Ph 521, 522, 523), and Quantum Mechanics (Ph 531, 532, 533).

Qualifying Examination. The Ph.D. qualifying examination covers the core of graduate physics (theoretical mechanics, statistical mechanics, quantum mechanics, and elec-

tromagnetic theory). This is a written examination given each fall. Students normally have two attempts to pass, but an attempt in the same or next calendar year after a student enters is not counted against these two attempts.

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. This requirement is usually met by taking at least one 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 must also present at least one talk at one of the research seminars and complete the foreign language requirement.

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 (CEEB) as set up 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 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 may take the Ph.D. comprehensive examination.

Comprehensive Examination. The comprehensive examination is oral. Candidates present about an hour-long discussion of 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 Ph.D. requirement. Every degree candidate 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 on the subject and be written in creditable prose style.

Courses Offered

Undergraduate Courses

Ph 101, 102, 103. Essentials of Physics. 3 credit hours each term. 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 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. Three lectures. Prerequisite: working knowledge of high school algebra.

Ph 108, 109. Elementary Astronomy. 3 credit hours each term. 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. Three lectures. 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. Three lectures.

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. Three lectures.

Ph 112. Space, Time, and Motion. 3 credit hours. Interpretation of the fundamental properties of space, time, and motion. Newton's laws of motion are postulated and applied, and Newtonian concepts of space and time are discussed. The properties of light are reviewed and shown to be inconsistent with Newtonian concepts. The development of the special and general theories of relativity are traced. Three lectures. Prerequisite: high school algebra.

Ph 114. Physics of Energy and Environment. 3 credit hours. Physical aspects of human energy use and 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. Three lectures.

Ph 115. The Energy Laboratory. 3 credit hours. 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, one two-hour laboratory. Prerequisite: high school algebra. Not offered 1983-84.

Ph 116. The Sun as a Future Energy Source. 3 credit hours. 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; the theory of energy generation by the stars; the greenhouse effect of the earth's atmosphere; solar energy collectors, solar cells, and solar furnaces; practical aspects of generating electrical power and heating and cooling of homes with solar energy. Three lectures. Prerequisite: high school algebra.

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. Three lectures. Not offered 1983-84.

Ph 118. Physics of Light and Color. 3 credit hours. Analysis of light and color, their nature, how they are produced, and how they are perceived and interpreted. Designed for students interested in the visual arts. No prerequisites, but background in the visual arts is helpful. Three lecture-demonstrations.

Ph 119. Physics of Science Fiction. 3 credit hours. Introduction to the basic physics that leads to an appreciation of science fiction. Physics topics are discussed in the context of science fiction literature: gravitation; energy and entropy; special relativity; the curvature of space; possibilities and impossibilities of space and time travel. Three lectures. Not offered 1983-84.

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 of the following topics: 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. Three lecture-discussions.

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; and present and planned applications of lasers. Three lectures.

Ph 131. Physics of Sound and Music. 3 credit hours. Elementary explanation of the physics of sound presented in a way particularly useful for music majors. Three lectures-demonstrations.

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. Not offered 1983-84.

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, chemistry, geologic processes, meteorology, and their application to everyday life. Study of practical phenomena in a workshop for prospective elementary school teachers. Not a methods course in teaching science. Three lectures, one two-hour laboratory. Not offered 1983-84.

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. Topics vary from term to term. Four lectures. Prerequisites: Mth 101, 102 or equivalents.

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. One lecture-discussion, one three-hour laboratory. Corequisites: Ph 201, 202, 203 or Ph 211, 212, 213 or instructor's consent.

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. Topics vary from term to term. Four lectures. Corequisites: Calculus (Mth 201, 202, 203) or equivalents.

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. Four lectures. Prerequisites: Ph 201, 202, 203 or Ph 211, 212, 213, Mth 201, 202; corequisite: Mth 203.

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 1983-84.

Please note: General physics and calculus or instructor's consent are prerequisites for all upper-division and graduate courses except 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. Four lectures. Not open to students who have credit for Ph 324, 325, 326. Prerequisites: Ph 101, 102, 103; corequisites: Mth 207, 208, 209 or equivalents. Four lectures. Not offered 1983-84.

Ph 324, 325. Classical Mechanics. 4 credit hours each term. Fundamental principles of Newtonian mechanics; conservation laws, small oscillations, rigid bodies, planetary motion. Three lectures. Prerequisites: Ph 201, 202, 203 or Ph 211, 212, 213; Mth 201, 202, 203.

Ph 326. Advanced Mechanics. 4 credit hours. Topics in classical mechanics, such as introduction to Lagrangian and Hamiltonian mechanics or continuum mechanics. Three lectures. Prerequisites: Ph 324, 325; Mth 331, 332. Not offered 1983-84.

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. Three lectures. Corequisites: Ph 214, 324, 325; Mth 331, 332.

Ph 401. Research. Credit hours to be arranged.

Ph 405. Reading and Conference. Credit hours to be arranged.

Ph 409. Supervised Tutoring Practicum. 1-3 credit hours any term. P/N only.

Upper-Division Courses Carrying Graduate Credit

Ph 407. Seminar. (G) Credit hours to be arranged.

Ph 410. Experimental Course: Advanced Physics Laboratory I. (G) 4 credit hours. Laboratory in laser physics. A series of experimental studies giving the student familiarity with the generation, propagation, manipulation, and detection of laser radiation. Other topics in electro-optical technology may be introduced. Two hours lecture, four hours laboratory. Corequisite: Ph 433 or instructor's consent.

Ph 410. Experimental Course: Advanced Physics Laboratory II. (G) 4 credit hours. Laboratory in nuclear instrumentation. Prerequisite: Ph 422, Ph 442, or instructor's consent.

Ph 417, 418, 419. Elements of Atomic, Nuclear, and Solid State Physics. (g) 4 credit hours each term. 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. Four lectures. Not open to students who have credit for Ph 421, 422, 423. Not offered 1983-84.

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. Three lectures. Prerequisites: Ph 214 or 451, Ph 324, 325, or instructor's consent.

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. Three lectures. Prerequisites: Ph 214 or 451, Ph 324, 325, or instructor's consent.

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. Three lectures. Prerequisites: Ph 214 or 451, Ph 351, 352, or instructor's consent. Not offered 1983-84.

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 1983-84.

Ph 433. Modern Optics. (G) 4 credit hours. Electromagnetic waves and application of wave theory to interference, diffraction, polarization, nonlinear optics, and so on. Introduction to quantum optics. Three lectures. Prerequisites: Ph 441, 442.

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. Not offered 1983-84.

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. Three lectures. Prerequisites: Ph 324, 325; Mth 331, 332.

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. Three lectures. Prerequisites: Ph 324, 325; Mth 333 or 411; corequisites: Ph 441, 442.

Ph 461. Discrete Electronics. (G) 4 credit hours. Electronics background for scientists. Passive (resistors, capacitors, inductors, diodes) and active (transistors, FET's, SCR's) 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. Not offered 1983-84.

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; familiarity with discrete electronics at the level of Ph 461. Elementary differential equations also recommended but not required. Not offered 1983-84.

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. Prerequisites: general physics; familiarity with discrete electronics at the level of Ph 461. 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 instructor's consent, 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 1983-84.

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. Prerequisite: instructor's consent. Not offered 1983-84.

Graduate Courses

Ph 501. Research. Credit hours to be arranged. P/N only.

Ph 503. Thesis. Credit hours to be arranged. P/N only.

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, P/N only.

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. P/N only.

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. Three lectures. Prerequisites: Ph 451, 452, 453; corequisites: Ph 511, 512, 513 and Ph 521, 522, 523.

Ph 541, 542, 543. Statistical Physics. 3 credit hours each term. Thermodynamics, statistical mechanics, kinetic theory; application to gases, liquids, solids, atoms, molecules, and the structure of matter. Three lectures. Offered alternate years; not offered 1983-84.

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. Three lectures. Prerequisites: Ph 451, 452, 453 or equivalents. Offered alternate years; not offered 1983-84.

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. Three lectures. Prerequisites: Ph 531, 532, 533. Offered 1983-84 and alternate years.

Ph 564, 565, 566. Quantum Field Theory. 3 credit hours each term. Quantum field theory and its application to elementary particle physics. Feynman rules for perturbation theory; renormalization. Gauge theories of the strong and electro-weak interactions. Depending upon interest, various special topics are included, such as renormalization groups, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics. Three lectures. Prerequisites: Ph 531, 532, 533. Offered alternate years; not offered 1983-84.

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. Three lectures. Prerequisites: Ph 451, 452, 453.

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. Three lectures. Prerequisites: Ph 531, 532, 533; Ph 541, 542, 543; Ph 571, 572, 573.

Ph 581, 582, 583. Atomic and Molecular Physics. 3 credit hours each term. 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; not offered 1983-84.

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. Three lectures. Prerequisites: Ph 511, 512. Offered 1983-84 and alternate years.



Political Science

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L. Harmon Zeigler, Department Head

Faculty

William H. Baugh, Ph.D., Assistant Professor (international relations). S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana.

James C. Davies, Ph.D., Professor Emeritus (political behavior, revolution, fiction). A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley.

Joseph R. Fiszman, Ph.D., Professor (comparative politics). B.A., 1948, St. John's, Shanghai; M.A., 1956, Emory; Ph.D., 1964, Michigan State.

Gerald Fry, Ph.D., Assistant Professor (Pacific regional studies, Thailand, development theory); Assistant Director, International Studies. B.A., 1964, Stanford; M.P.A., 1966, Princeton; Ph.D., 1977, Stanford.

Daniel Goldrich, Ph.D., Professor (American and Third World political development). B.A., 1955, Antioch; M.A., 1957, Ph.D., 1959, North Carolina.

Arthur M. Hanhardt, Jr., Ph.D., Professor (comparative politics, Europe). B.A., 1953, Rochester; M.A., 1958, Colgate; Ph.D., 1963, Northwestern.

Thomas Hovet, Jr., Ph.D., Professor (international organization). A.B., 1948, Washington; M.A., 1949, New York; Ph.D., 1954, New Zealand.

Herman Kehrl, M.A., Associate Professor Emeritus (local government). B.A., 1923, Reed; M.A., 1933, Minnesota.

James R. Klonoski, Ph.D., Professor (American government, presidency, constitutional law and politics). B.S., 1947, M.A., 1948, Minnesota; Ph.D., 1958, Michigan.

Richard C. Kraus, Ph.D., Assistant Professor (international politics, Asian politics and society, social and political theory). B.A., 1966, Grinnell; Certificate (East Asian Institute), 1969, M.A., 1969, Ph.D., 1974, Columbia.

Jerry F. Medler, Ph.D., Associate Professor (political theory, research methods). B.A., 1963, Northwestern; M.A., 1965, Ph.D., 1966, Oregon.

Joyce M. Mitchell, Ph.D., Professor (public policy, legislative politics). B.A., 1952, Pomona; M.A., 1954, Ph.D., 1964, California, Berkeley.

William C. Mitchell, Ph.D., Professor (democratic institutions, public policy). B.A., 1950, Michigan State; M.A., 1951, Illinois; Ph.D., 1960, Harvard.

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

Lawrence C. Pierce, Ph.D., Professor (public administration, public finance). B.A., 1959, Yale; M.P.A., 1965, Ph.D., 1970, Cornell.

Charles Schleicher, Ph.D., Professor Emeritus (international relations). A.B., 1928, College of Pacific; M.A., 1931, Hawaii; Ph.D., 1936, Stanford.

Priscilla Southwell, Ph.D., Assistant Professor (American politics, political behavior and theory). B.A., 1974, M.A., 1977, Colorado; Ph.D., 1983, North Carolina, Chapel Hill.

Clarence Thurber, Ph.D., Professor (Latin America, comparative development); Director, International Studies. A.B., 1943, Ph.D., 1961, Stanford. On leave fall 1983, winter 1984.

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., Professor (American politics); Research Associate, Division of Educational Policy and Management. B.A., 1957, M.A., 1958, Emory; Ph.D., 1960, Illinois.

Political science at the University of Oregon offers a variety of approaches to understanding politics and government. Students may study political science with an emphasis on the normative, traditional perspective, the "behavioral persuasion" of the 1950s and 1960s,

and the public policy and public choice thrust of the "postbehavioral era." The department encourages students to become involved in internships and research projects, focusing on the political problems and issues besetting local, state, and national communities.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Roughly a quarter apply for admission to law schools across the country. Others go on to graduate work in political science or public administration. With the baccalaureate degree, political science graduates may find jobs in federal, state, and local government agencies; nonprofit organizations; private industry; teaching; and self-employment. Recent surveys indicate that those students who combine university studies with either work or internships in local governmental agencies are more likely to obtain governmental employment after receiving their degrees.

Undergraduate Studies

The undergraduate program in political science is designed (1) to provide a systematic understanding of the political process; (2) to provide a basic background for students preparing for careers in local, state, and national government, as well as in law, journalism, and the teaching of social studies; (3) to prepare students for graduate work leading to professional careers in political science.

Review of Courses Offered

100- and 200-level courses in the department are fundamental introductory courses, basic to building a major in political science.

300-level courses introduce 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) provide a useful basis for 400-level courses. The department has responded to student requests over the past few years by adding several 300-level courses, including Introduction to Political Theory (PS 330), Political Systems of Postwar Germany (PS 336), Middle East Politics (PS 339), Introduction to Public Policy (PS 340), Problems in American Political Economic Development (PS 341), Political Power, Influence, and Control (PS 347), The Politics of Education (PS 348), Mass Media and American Politics (PS 349), Campaigning (PS 353), Oregon Government and Politics (PS 355), and Introduction to Political Psychology (PS 380).

Advanced and specialized courses are at the 400 level. A variety of these courses are in the chief areas of political theory and methodology, comparative government, public policy, and international relations. Recent additions are Comparative Labor Movements (PS 416), Ocean Politics (PS 423), Why Government? (PS 436), Evaluation of Constitutions (PS 437), Politics of Multi-Ethnic Societies (PS 443), Methods for Politics and Policy Analysis, I, II, and III (PS 445, 446, and 447), International Political Economy (PS 449), Voting Systems (PS 453), Congress (PS 468), The Human Organism and Political Development (PS 471), Political Leadership (PS 477), Politics of the Economy (PS 487), and Environmental Politics (PS 497).

At the discretion of the instructor, there may be 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 (B.A.) or a Bachelor of Science (B.S.) degree. At least 30 credit hours must be in graded upper-division courses. 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-credit-hour requirement. SEARCH courses are available only on a Pass/No pass basis and therefore do not count toward political science major requirements. Courses passed with a D grade may not be used to satisfy the political science major. No more than 6 credit hours of Model United Nations (PS 407) may be included within the 42 credit hours. No special curriculum is required for political science majors.

No more than a total of 15 credit hours in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Supervised Field Study (PS 406), simulation Seminar (PS 407), and Supervised Tutoring Practicum (PS 409) may be applied toward the 42 credit hours for a political science degree. No more than 6 credit hours in simulation courses may count toward the 42 credit hours.

No more than 10 credit hours of Supervised Field Study (PS 406) may be applied toward the 42 credit hours. This work must be done under the direction of a faculty member who, prior to registration, has approved and set up academic criteria to evaluate the work. The student must be registered at the University while earning credit.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the University from two-year colleges should take the basic introductory political science courses offered at those institutions. At least 6 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 opportunity to take 12 lower-division credit hours Pass/No pass is made available so that students will feel encouraged to take these fundamental courses without apprehension about grades. It is hoped that students taking these courses will therefore concentrate on building a solid base for other more advanced courses.

By requiring 42 credit hours instead of specific courses, the department is placing the responsibility on each student to carefully plan a program 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 incorporating relevant courses from other University departments. Because the courses students choose affect their career opportunities, it is extremely important that decisions about a course program be carefully considered.

Before beginning their studies, all students should, with the help of faculty advisers, plan programs. The sample two-year program below 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.

Sample Program

A sample program for the first two years of study is shown below to provide an idea of a typical course load.

Freshman Year

Fall term 19 credit hours

American Government (PS 201)	3
Introduction to Economic Analysis: Microeconomics (Ec 201)	3
Sciences elective	3
Arts and Letters elective	3
English Composition (Wr 121)	3
College Algebra (Mth 101) or foreign language	4

Winter term 16 credit hours

International Relations (PS 205)	3
Introduction to Sociology (Soc 201)	3
Sciences elective	3
Arts and Letters elective	3
Calculus for the Nonphysical Sciences (Mth 207) or foreign language	4

Spring term 16 credit hours

Introduction to Political Science (PS 207)	3
Introduction to Psychology (PS 201)	3
Sciences elective	3
Arts and Letters elective	3
Calculus for the Nonphysical Sciences (Mth 209) or foreign language	4

Note: Mathematics is required for the B.S. degree, foreign language for the B.A. degree.

Sophomore Year

Fall term 15 credit hours

Introduction to Political Analysis (PS 321)	3
United States Foreign Policy (PS 325)	3
Arts and Letters elective	3
English Composition (Wr 122 or 123)	3
Elective	3

Winter term 15 credit hours

Introduction to Political Theory (PS 330)	3
Political Power, Influence, and Control (PS 347)	3
Arts and Letters elective	3
Sciences elective	3
Elective	3

Spring term 15 credit hours

Introduction to Public Administration (PS 351)	3
Political science 400-level elective	3
Arts and Letters elective	3
Sciences elective	3
Elective	3

Second Baccalaureate Degree. For the student wanting to obtain a second baccalaureate degree in political science, 42 credit hours in political science, as outlined under "Credit Hours Required," must be earned.

Special Opportunities for Political Science Undergraduates

Students majoring in political science may take advantage of several special educational opportunities. The department has recently set up a social science instructional laboratory

containing six computer terminals and two line printers. Students may learn to use computers to analyze a variety of data sets on American politics which the University receives from the Inter-University Consortium for Political and Social Research at the University of Michigan.

Many political science majors also receive credit for internships in state and local governmental and political offices. During the Oregon legislative session students may attend classes in the capitol and work for legislators and legislative committees by enrolling in Supervised Field Study (PS 406).

The department also owns television equipment which is available for use in classes and for research projects undertaken by students under the direction of faculty members.

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 of the institution in which the preparation is completed. The Department of Political Science offers work toward basic and standard Oregon certification. For specific information regarding requirements for a social studies endorsement, students should consult the departmental endorsement adviser for teacher education and inquire at the secondary education office in the College of Education.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and enables them to understand and participate in public affairs.

Regular members of the department, special lecturers, and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as public administration 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) Official transcript of previous academic work with a grade point average (GPA) of 2.75 or higher for undergraduate studies and a GPA of 3.00 or higher for graduate studies.
- (2) Recommendations from at least three persons from whom courses have been taken.

(3) Scores on the Graduate Record Examination (GRE): combined verbal and quantitative scores of 1000 are 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 takes into consideration previous academic work in political science. Students with less than the equivalent of an undergraduate political science major ordinarily need to take more than the minimum 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 only once a year and begin in the fall term.

Master's Degree Programs

Students may pursue two tracks for an M.A. or an M.S. degree in political science.

Predoctoral Program. The regular master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Students complete 48 credit hours of course work, pass an examination during the third term after enrolling, and complete the master's degree thesis.

In addition, each student must 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 either an M.A. or an M.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. The program has the following requirements:

(1) Completion of 48 credit hours of graduate course work.

(2) Completion of seven required courses:

Seminar: Policy Analysis (PS 407[G])

Administrative Organization and Behavior (PS 412[G])

Methods for Politics and Policy Analysis I, II, III (PS 445, 446, 447[G])

Democracy and Public Policy (PS 458[G])

Government and the Economy (PS 465[G])

(3) Completion of a first-year examination the third term after enrolling.

(4) Completion of a field research project or internship under the supervision of one or more faculty members.

(5) Preparation and defense of a policy paper presenting the results of the student's field research project or internship.

Interdisciplinary Public Policy Studies

The Department of Political Science, in collaboration with other disciplines, offers interdisciplinary graduate work in public policy. There is a core program, to develop knowledge and analytic skills, and a selection of other subject-area specializations and techniques. For further information, interested students should consult Joyce Mitchell, director of the program.

Doctoral Program

Students who have earned a master's degree are eligible for admission to the doctoral program. Requirements for the Ph.D. in political science are the following:

(1) 27 credit hours beyond the master's degree.

(a) Of these, 9 may be in Teaching Practicum (PS 509), for teaching an undergraduate course under the supervision of a faculty committee chosen by the student. At the student's option, an extensive research paper may be substituted for the teaching practicum.

(b) Up to 9 credit hours may be in open-ended courses (PS 501, 505, 506, 509).

(2) An additional 18 credit hours of Thesis (PS 503).

(3) After completion of course work, the student must pass a written and oral comprehensive examination in four of the following fields:

(a) American government, (b) comparative politics, (c) international relations, (d) political behavior, (e) political theory, (f) public administration, (g) public policy.

(4) A doctoral dissertation, to be written after the student has advanced to candidacy by passing the comprehensive examination.

A student should be able to complete all doctoral requirements in two or three years of work beyond the master's degree.

Courses Offered

Undergraduate Courses

PS 101. Modern World Governments. 3 credit hours. Introduction to the political systems, practices, and institutions of leading contemporary nations, including Britain, France, the Soviet Union, China, and selected nations within Africa and Latin America. Hanhardt.

PS 104. Problems in American Politics. 3 credit hours. Examination of current policy issues in American politics, e.g., unemployment, education, crime. Fiszman, Klonoski, Medler, 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 are analyzed each term. Hanhardt. Open only to freshmen, sophomores.

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 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. Fiszman, Klonoski, Medler, Zeigler.

PS 203. State and Local Government. 3 credit hours. Emphasis 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 local and state political systems. Structure of the political system not emphasized. Zeigler.

PS 205. International Relations. 3 credit hours. Emphasis on either (a) introduction to the intellectual tools for analysis of relations among nations, the nature of international relations; or (b) 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; public and foreign policy concerning the Third World; development strategies. Armstrong, Baugh, Goldrich, Hovet.

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, Southwell, Zeigler.

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, are discussed. Zaninovich.

PS 230. Introduction to 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. Baugh, Medler, J. Mitchell, W. Mitchell, Orbell.

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. Armstrong, Baugh.

PS 326. Theories of International Politics. 3 credit hours. 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. Armstrong, Baugh.

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. Comparative 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, political systems, and major problems of India, Pakistan, Bangladesh, and Sri Lanka since 1947. Not offered 1983-84.

PS 338. Southern Asia in Modern Times. 3 credit hours. Historical background, contemporary political systems and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Not offered 1983-84.

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. Not offered 1983-84.

PS 340. Introduction to Public Policy. 3 credit hours. Consideration of alternative means of explaining the process of policymaking and alternative strategies of decision making in the policy process applied to contemporary issues. J. Mitchell.

PS 341. Problems in American Political Economic Development. 3 credit hours. Examination of American political economic structure, how that structure generates some crucial problems, some alternative approaches for restructuring the political economy in more developmental directions—toward more effective democratic control and more effective meeting of needs. Goldrich.

PS 344. Public Policy and Citizen Action. 3 credit hours. A quest for ideas on ways citizens can affect the operation of governmental policy other than by the regular political party campaign and electoral process; methods, strategies, resources, and opportunities for action aimed at affecting policies. Cases and precepts considered on the bases of assigned readings, observed situations, and 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. 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 administrative theories 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. Medler, Orbell, Poole.

PS 355. Oregon Government and Politics. 3 credit hours. Introductory course on Oregon government and politics. Examines current political issues in Oregon, with particular attention to political races and ballot measures before the Oregon electorate, as well as the state's major political institutions. Pierce.

PS 360. Introduction to Social Science Methods I. 3 credit hours. Introduction to how social scientists think about the world around them 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 instructor's consent. 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, problems facing the present regime, and 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 upon availability of faculty.

PS 412. Administrative Organization and Behavior. (G) 3 credit hours. Theories of bureaucratic organization analyzed in different contexts; organizational theory, including small groups, the nature of authority, and decision making; research findings from several social sciences; review of implications of large-scale organization for the individual in an effort 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. Not offered 1983-84.

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. Klonoski, Southwell.

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. Explores the growth of public sector unions and the public policy issues unionization

creates. 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. Not offered 1983-84.

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. Examines 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 nation-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. Focuses on the United Nations, but illustrations and generalizations are from a wide range of regional and functional organizations including the specialized agencies. Emphasizes 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. Topics include 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; international trade. Hovet.

PS 424. Politics of Western Europe I. (G) 3 credit hours. Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior since World War II. 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 the 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 covered 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: 19th and 20th 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 taken in its broadest sense; investigates the theoretical responses of Marxism to various environmental contexts. The different schools are surveyed historically. Study of the problem of how Marxist theoretical expression and adaptation in one environment might compare to that in another. Fiszman, Zaninovich.

PS 436. Why Government? (G) 3 credit hours. Addresses the question Why government? from the perspective of the new literature on property rights and social choice. 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? Tracing of the problem to its roots in classical political theory, neglected until recently in contemporary theory. J. Mitchell, Orbell.

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 such as those in the Middle East. Consideration of the systemic and societal variables influencing their behavior, and analysis of the quality and content of their international behavior. Hovet. Not offered 1983-84.

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.

PS 446. Methods for Politics and Policy Analysis II. (G) 3 credit hours. Survey of basic model-building techniques currently used in political analysis, including 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.

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.

PS 449. International Political Economy. (G) 3 credit hours. Examines the linkages between economics and politics in the international system; study in written work from both fields. Basic concepts considered: power, dominance and dependence, inequality, dependency and imperialism, cartels and development. Prior work in international relations and economics recommended but not required. Armstrong. Offered alternate years; not offered 1983-84.

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. Examination of various voting systems and their consequences on the operation of democratic governments. Baugh, W. Mitchell, Orbell.

PS 456. Democratic Processes. (G) 3 credit hours. Application of formal rational models to democratic institutions and processes with particular reference to voters, voting, interest groups, and elections. W. Mitchell.

PS 457. Democratic Processes. (G) 3 credit hours. Application of formal rational models to democratic institutions and processes with particular reference to politicians (elections, campaigns, policy choices) and bureaucrats (budgets, wages, political power). 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; the range of Third World formulations of 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, program 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 societies. Prior introductory psychology course recommended. Davies.

PS 471. The Human Organism and Political Development. (G) 3 credit hours. Analysis of the implications of research and theory in the central nervous and endocrine systems for political development and political violence. 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, PS 507 (Seminar: 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 or 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 instructor's consent. 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. Not offered 1983-84.

PS 477. Political Leadership. (G) 3 credit hours. Analysis of the increasingly close interaction between political leaders and their followers in modern times, when 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 in theory and in practice. 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. Prior credit for PS 470 and 475 recommended. Davies.

PS 480. Oregon Legislative Process. (G) 3 credit hours. Examines major bills before the legislature and the politics of enacting them. Offered biannually during sessions of Oregon Legislature. Field trips required. Pierce. Not offered 1983-84.

PS 481. Oregon Administrative Process. (G) 3 credit hours. Explores major executive agencies and their rule-making and administrative behavior. Pierce. Not offered 1983-84.

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; 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 is 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 policy making. Examines such influences as interests, elites, organized groups, political parties, economic groups, elections, public opinion, executive positions, bureaucracy, legislative organizations, and committees. Theory, sources of information, research, and evaluations. J. Mitchell.

PS 489. Comparative Public Policies. (G) 3 credit hours. Definition and measurement of public policies for comparative purposes in local, national, and cross-national settings. Means of assessing their relationships, purposes, and impacts. Investigation of comparative theories about policy making in terms of

political, social, and environmental factors. Not offered 1983-84.

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 audiovisual 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 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. Not offered 1983-84.

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, promises, and prospects of 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. Field Studies. Credit hours to be arranged.

PS 507. Seminar. Credit hours to be arranged.

PS 509. Teaching Practicum. 1-5 credit hours.

Psychology

131 Straub Hall

Telephone 686-4921

Robyn M. Dawes, Department Head

Faculty

Fred Atneave, Ph.D., Professor (perception, learning). B.A., 1942, Mississippi; Ph.D., 1950, Stanford.

Jacob Beck, Ph.D., Professor (perception, computer vision, psychophysics). B.A., 1950, Yeshiva; M.A., 1951, Ph.D., 1957, Cornell.

Robyn M. Dawes, Ph.D., Professor (social judgment, decision making, math models). B.A., 1958, Harvard; M.A., 1960, Ph.D., 1963, Michigan.

Beverly Fagot, Ph.D., Associate Professor (developmental, early childhood). B.A., 1960, Occidental; Ph.D., 1967, Oregon.

Robert F. Fagot, Ph.D., Professor (measurement theory, choice theory, psychophysics). B.S., 1946, Massachusetts Institute of Technology; Ph.D., 1956, Stanford.

Lewis R. Goldberg, Ph.D., Professor (personality assessment). A.B., 1953, Harvard; M.A., 1954, Ph.D., 1958, Michigan.

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

Marvin Gordon-Lickey, Ph.D., Professor (physiological, circadian rhythms, learning). A.B., 1959, Oberlin; M.A., 1962, Ph.D., 1965, Michigan.

Douglas Hintzman, Ph.D., Professor (human learning and memory, computer simulation of cognitive processes). B.A., 1963, Northwestern; Ph.D., 1967, Stanford.

Ray Hyman, Ph.D., Professor (cognitive processes, thinking, human error, problem solving). A.B., 1950, Boston; M.A., 1952, Ph.D., 1953, Johns Hopkins.

Stephen M. Johnson, Ph.D., Associate Professor (behavior modification, child clinical, family interaction). B.A., 1964, Pittsburgh; M.A., 1966, Ph.D., 1968, Northwestern.

Peter W. Jusczyk, Ph.D., Associate Professor (language acquisition and development, psycholinguistics). B.A., 1970, Brown; M.A., 1971, Ph.D., 1975, Pennsylvania.

Steven Keele, Ph.D., Professor (human learning, human performance, motor skills). B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison.

Carolyn Keutzer, Ph.D., Associate Professor (alternative paradigms of scientific research, transpersonal psychology and psychotherapy, epistemics). B.A., 1960, M.A., 1963, Ph.D., 1967, Oregon.

Daniel P. Kimble, Ph.D., Professor (physiological, memory). B.A., 1956, Knox; Ph.D., 1961, Michigan.

Robert Leeper, Ph.D., Professor Emeritus (learning, personality). B.A., 1935, Allegheny; M.A., 1928, Ph.D., 1930, Clark.

Peter M. Lewinsohn, Ph.D., Professor (clinical, depression, neuropsychology). B.S., 1951, Allegheny; M.A., 1953, Ph.D., 1955, Johns Hopkins.

Edward Lichtenstein, Ph.D., Professor (clinical-community, smoking cessation and prevention). B.A., 1956, Duke; M.A., 1957, Ph.D., 1961, Michigan.

Richard Littman, Ph.D., Professor (experimental, systematic, developmental). A.B., 1943, George Washington; Ph.D., 1948, Ohio State.

Richard Marrocco, Ph.D., Associate Professor (visual sensory physiology). B.A., 1965, California, Los Angeles; Ph.D., 1971, Indiana.

Michael I. Posner, Ph.D., Professor (cognition, neuropsychology of attention). B.S., 1957, M.S., 1959, Washington; Ph.D., 1962, Michigan.

Mary K. Rothbart, Ph.D., Associate Professor (social development, temperament). B.A., 1962, Reed; Ph.D., 1967, Stanford.

Myron Rothbart, Ph.D., Professor (social, cognitive, intergroup processes). B.A., 1962, Reed; Ph.D., 1966, Stanford.

Philip Runkel, Ph.D., Professor (social, organizational, research design). B.S., 1939, Wisconsin State; M.A., 1954, Ph.D., 1956, Michigan.

Norman Sundberg, Ph.D., Professor (community, clinical, cross-cultural, personality assessment). B.A., 1947, Nebraska; M.A., 1949, Ph.D., 1952, Minnesota.

Leona Tyler, Ph.D., Professor Emerita (individual differences, interest development). B.S., 1925, M.S., 1939, Ph.D., 1941, Minnesota.

Robert L. Weiss, Ph.D., Professor (clinical, marital and family therapy research). B.A., 1952, Ph.D., 1958, New York at Buffalo.

Wayne Wickelgren, Ph.D., Professor (cognition, artificial intelligence, programming languages). A.B., 1960, Harvard; Ph.D., 1962, California, Berkeley.

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.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Both language and mathematical skills are also highly desirable. In general, the broad liberal arts training that prepares students for college studies is appropriate for majoring in psychology at the University.

Careers. Students often major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling and teaching in the public schools. Others plan on graduate work in psychology. Graduate training in psychology prepares students for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial psychologists, and government psychologists (testing, research, and administration).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington, D.C. 20036.

Review of Courses Offered

Among lower-division courses offered, the one-term 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 psychology as a natural science. Psy 214, 215, and 216 introduce psychology as a social science. An Honors College Introduction to Experimental Psychology is also available (Psy 217, 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 toward providing a broad background in the field.

Upper-division courses fall into three categories: (1) Psy 301 and 302 are designed to teach research skills and methodologies. (2) 300- and 400-level courses are of broad interest

to many different majors throughout the University as well as to psychology majors. (3) 400-level field courses are designed for psychology majors but are also open to other students who fulfill the prerequisites.

The field courses are organized into specialty groups to help the student plan a curriculum. This organization and other curricular planning aids are more fully explained in the *Psychology Undergraduate Handbook* available in the Department of Psychology, 131 Straub Hall.

Note: Prerequisites for all field courses are Psy 301 and 302, equivalent methodological background, or the instructor's consent.

Group Requirements. The following courses have been approved for satisfaction of the social science and science group requirements which partially fulfill graduation requirements for currently enrolled University undergraduates (see page 18 for requirements for new students):

Social Science. Psy 201, 214, 215, 216, 301, 351, 353, 357, 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.

Science. Psy 211, 212, 213, 217, 218, 219, 302, 361, 430, 431, 432, 433, 434, 436, 437, 438, 439, 445, 447, 448, 449, 450.

Major Requirements

Students who became psychology majors at the University of Oregon fall term 1977 or after must fulfill the following requirements:

(1) A minimum of 36 credit hours in psychology—at least 24 upper-division and at least 12 taken at the University—including the following courses:

(a) Research Methods in Psychology (Psy 301), Quantitative Methods in Psychology (Psy 302), **or** other appropriate methodological preparation.

(b) Elements of Statistical Methods (Mth 425 **or** 426) **or** Introduction to Statistical Theory (Math 441 **or** 442), if the course is taken in lieu of Quantitative Methods in Psychology (Psy 302).

(2) One course in three of the following fields: (a) human experimental psychology, (b) physiological-ethology, (c) social psychology, (d) personality and psychopathology, (e) developmental psychology.

At least one of the field courses must be from those giving science credit (a or b) and at least one from those giving social science credit (c, d, or e).

(3) At least 24 of the 36 credit hours must be graded.

(4) A course in which a student receives a D grade can *not* be counted toward the major requirement of at least 36 passing hours (a grade of C or P or better).

In addition to the above requirements, it is recommended that, prior to taking Psy 301 and 302, the major take either Introduction to Psychology (Psy 201) or two other 200-level courses: one each from Psy 211, 212, 213 (science) and from Psy 215, 216, 217 (social science).

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 any of those courses. In addition, students should examine carefully the prerequisites for all 400-level courses.

Planning a Program

In addition to attending lecture courses, students may participate in seminars, reading courses, laboratory work, field work, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of four tracks: liberal arts, secondary education certification, honors, or professional.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall term	15-16 credit hours
Arts and Letters elective	3
Health	3
Mathematics	4
Physical education	1
Sciences elective	3-4
Winter term	17-18 credit hours
Arts and Letters elective	3
English Composition (Wr 121)	3
Mathematics	4
Physical education	1
Sciences elective	3-4
Social Sciences elective	3
Spring term	18-19 credit hours
Arts and Letters elective	3
Introduction to Psychology (Psy 201)	4
Mathematics	4
Physical education	1
Sciences elective	3-4
Social Sciences elective	3

Inquiry Training. The department wants to instill 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 formal classroom assignments, the department has an inquiry training program. The program consists 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 Hall.

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), and 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 both drop-in visitors and scheduled appointments. During the school year, the peer advising office is open at regular hours in 141 Straub Hall. All psychology students are invited to use the facilities (a small library, test file, journals, and graduate school brochures) and to talk informally with a friendly peer who is knowledgeable about departmental and University regulations and opportunities.

Liberal Arts Curriculum

Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas 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 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*.

Proposed Minors

Beginning in September 1983, the Department of Psychology plans to offer two formal minor programs—one in psychology and one in psychology with cognitive science emphasis.

Psychology. To earn a minor in psychology, students must take 24 credit hours as follows:

- (1) Introduction to Psychology (Psy 201), 4 credit hours.
- (2) Research and Quantitative Methods in Psychology (Psy 301, 302), 4 credit hours each, or their equivalents from other departments.
- (3) Four upper-division psychology field courses, drawn from at least two fields.

Cognitive Science. The psychology minor with cognitive science emphasis also requires 24 credit hours as follows:

- (1) Any two courses in computer and information science; Introduction to Computer Science I, II (CIS 201, 203) highly recommended, 8 credit hours. Experimental Course: Computers in Psychology (Psy 410) may substitute for one CIS class.
- (2) Introduction to Linguistics (Ling 290) **or** Elements of Linguistics (Ling 421), 4 credit hours.
- (3) At least 12 upper-division credit hours in psychology, with the following additional requirements:

(a) Introduction to Psychology (Psy 201) **or** Introduction to Experimental Psychology Honors College (Psy 217, 218) **or** two courses from Sensation and Perception (Psy 211), Learning, Thinking, and Conditioning (Psy 212), Introduction to Physiological Psychology (Psy 213), 4 or 8 credit hours.

(b) Research Methods in Psychology (Psy 301) and Quantitative Methods in Psychology (Psy 302), 8 credit hours.

(c) Experimental Course: Cognition (Psy 410) or two terms of Advanced Experimental Psychology (Psy 430, 431, 432), 3 or 10 credit hours.

(4) The following electives are also relevant to cognitive science:

(a) Motivation (Psy 351), Experimental Course: Decision Making (Psy 410), Conditioning (Psy 434), Human Performance (Psy 436), Psychology of Perception (Psy 438), Brain Mechanisms of Behavior (Psy 445), Survey of Psychotherapeutic Methods (Psy 447), The Integrative Action of the Nervous System (Psy 448), Sensory Processes (Psy 449), Social Psychology I: Attitudes and Behavior (Psy 456), Cognitive Development (Psy 475), 3 credit hours each.

(b) Introduction to Cultural Anthropology (Anth 108), Experimental Course: Comparative Thought Systems (Anth 410), 3 credit hours each.

(c) The Basis of Life (Bi 105), 4 credit hours; How Nervous Systems Work (Bi 111), 4 credit hours; General and Comparative Physiology (Bi 415, 416), 4 credit hours each; Animal Behavior (Bi 490), 3 credit hours.

(d) Introduction to Phonology (Ling 450), Introduction to Syntax (Ling 451), Introduction to Semantics (Ling 452), 4 credit hours each.

(e) Computer Organization (CIS 311), Analysis of Programs (CIS 315), Software Methodology I, II (CIS 422, 423), 4 credit hours each.

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 inquire at the secondary education office in the College of Education.

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. It is also for those who plan to enter government or business administration. 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 make the student a more attractive job candidate or give an advantage once employment is begun.

Of special importance are opportunities to work on applied psychological projects or papers. These opportunities may be gained through special Seminars (Psy 407), Reading and Conference (Psy 405), or Research (Psy 401). By the time of graduation, the student should have prepared a number of papers applying psychology in real settings. The exact curriculum designed depends upon the setting or the department in which advanced study is sought.

Professional Settings. Following are psychology courses that may be especially appropriate for certain settings.

Education. Psy 374, 388, 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 (Psy 407) are also appropriate.

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, but to leave time for work in related fields such as anthropology, biology, computer science, chemistry, mathematics, physics, and sociology. Strong preparation in quantitative methods is advisable and might include mathematical statistics. A reading knowledge in at least one foreign language appropriate to psychology (German, French, Japanese, Russian) may be useful.

Graduate Studies

The department emphasizes graduate work at the doctoral level and at a specialized master's level. Students working toward the Doctor of Philosophy (Ph.D.) degree are expected to obtain a master's degree with thesis. The four major Ph.D. programs are general experimental; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; and developmental-social-personality.

A Master of Arts (M.A.) or Master of Science (M.S.) degree is available for a limited number of students not in the Ph.D. program.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental labs for human research, including a PRIME, a PDP-9, and a PDP-15 computers for on-line experimental control; and well-equipped animal laboratories.

All students applying for admission to a Ph.D. program in psychology must provide scores on both aptitude and advanced tests in the Graduate Record Examination (GRE) and three letters of recommendation on special forms provided by the department. Detailed information on admission, including application forms and information on awards and graduate teaching fellowships (GTF's), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. The student's specific program is planned in relation to prior background, current interests, and future goals. 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.

Master's Program in Industrial/Organizational and Community Psychology

A special master's degree program is available in the fields of industrial/organizational and community psychology. Both program components are designed to provide students with a balance of theoretical and applied training. Applied training is provided through three closely supervised field placements within organizations outside the University. Each placement is organized around a consultation topic within the student's area of specialization and usually continues from one to two terms. The degree—either a Master of Arts (M.A.) or a Master of Science (M.S.)—requires 72 hours of course and field work. Course work in *industrial/organizational psychology* features organizational development, human resource management, training technology, group processes, quality-of-work-life technology, organizational consulting skills, human factors, statistics, and personnel assessment. Course offerings in *community psychology* include program evaluation, the technology of community intervention, power and empowerment in the community setting, and health psychology.

All students applying for admission to the special master's degree program must provide three letters of recommendation on forms available in the department and grade transcripts of all undergraduate and graduate work. In addition, all applicants will be interviewed by a faculty representative, either in person or by telephone. Application materials may be obtained from the department's graduate secretary.

Clinical Program

The department uses a research-oriented approach to theories and methods of clinical psychology. A clinical psychologist, in the department's view, is a behavioral scientist with an area of specialization in clinical psychology. As a part of graduate training, the student learns to devise approaches to clinical problems which lead to better conceptual understanding of the phenomena being studied. 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 seminar in clinical research topics, and (3) a clinical core sequence in assessment and in behavior change, with an associated practicum. The second-year practicum experience, as well as advanced-level clinical-research training, is provided in large part through the Psychology Clinic, a training facility 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 graduate-degree-granting program of instruction and research is available to students through any of the participating departments.

Biosocial Research Center

The departments of biology, anthropology, and psychology support a multidisciplinary facility devoted to research into the substrata of behavior, including ethological, neurological, and developmental factors. The center is situated on 2.5 acres near the science complex. It contains 4,000 square feet of laboratory and conference space, including facilities for maintaining colonies of mice, behavioral laboratories, observation areas, controlled-temperature rooms, and a modern surgery. There are, in addition, outside enclosures for larger animals.

Cognitive Science

Cognitive science is an interdisciplinary field concerned with the study of natural and artificial intelligence, culture, and communication. Faculty in cognitive psychology have joined with those in other departments to offer work in this field. Psychology undergraduate and graduate students can receive training in cognitive science while pursuing studies within the psychology department. The program is described in the Cognitive Science section of this catalog. Students interested in research or degree programs in cognitive science should contact Michael Posner, program chair.

Courses Offered

Undergraduate Courses

Please note: Not all courses can be offered every academic year.

Psy 199. Special Studies. 1-3 credit hours.

Psy 200. SEARCH. 1-3 credit hours. P/N only.

Psy 201. Introduction to Psychology. 4 credit hours. A one-term integrated introduction to psychology based on lectures and laboratory exercises. Deals with perception, learning, thinking, development, social behavior, motives and emotion, and both the normal and abnormal personality. 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 covered typically include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, learning, and special properties of the human brain.

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 with instructor's consent. Enrollment limited to twenty-five.

Psy 301. Research Methods in Psychology. 4 credit hours. General introduction to research methods used in the various areas of psychology: use of library and bibliographic methods, handling of survey data, coding from written and taped sources, interviews, questionnaires, tests, and experiments. Prerequisite: Psy 201; or one course from Psy 211, 212, 213 and one from Psy 214, 215, 216; or Psy 217 and 218.

Note: Required for all upper-division field courses and for psychology majors. Psy 302 should be taken before 301.

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. Prerequisite: Mth 100.

Note: Required for psychology majors and for all upper-division field courses.

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. Not offered 1983-84.

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 human-machine systems, achievement motivation, and social influences. Not offered 1983-84.

Psy 357. Pseudopsychologies. 3 credit hours. 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, and certain alleged psychics. Means of evaluating the various systems and 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. General introduction to the interrelationships between the psychology of perception and the pictorial arts. Survey of 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 instructor's consent.

Psy 374. Infancy. 3 credit hours. 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. Prerequisite: course work in psychology.

Psy 383. Drugs and Behavior. 3 credit hours. Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. Attention is 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. P/N only.

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. P/N only.

Upper-Division Courses Carrying Graduate Credit

Please note: Not all courses can 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. Topics vary from year to year depending upon interests and needs of students and upon availability of faculty. Typical subjects include the following:

- Activity and Rest
- Behavior Modification
- Cognitive Development
- Color Vision
- Problem Solving
- Psycholinguistics
- 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; 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 instructor's consent.

Psy 415. Prejudice. (g) 3 credit hours. Examination of theory and research on the origins, maintenance, and modification of intergroup prejudice. Prerequisites: courses in social psychology or instructor's consent. Not offered 1983-84.

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. Prerequisites: courses in social psychology or instructor's consent.

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. Not offered 1983-84.

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. Prerequisites: courses in physiological or comparative psychology and instructor's consent. Not offered 1983-84.

Psy 423. Psychological Aspects of Early Childhood Education. (g) 3 credit hours. 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. Prerequisites: courses in developmental or learning psychology or instructor's consent. Not offered 1983-84.

Psy 425. Psychology of Sex Differences. (g) 3 credit hours. A broad view of the development of sex differences: biological differences; societal sex roles and sex typing; personality theorists' views of the woman; and the different status of girl and boy, man and woman throughout the life cycle. Prerequisites: psychology courses.

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. Prerequisite: Psy 201; or one course from Psy 211, 212, 213 and one from Psy 214, 215, 216; or Psy 217 and 218. Psy 302 is recommended as preparation for this course.

Fields

Please note: All field courses are upper division and carry graduate credit. They all require Psy 301 and 302, equivalent methodological background, and the instructor's consent for enrollment.

EXPERIMENTAL FIELD

Psy 430, 431, 432. Advanced Experimental Psychology. (G) 5 credit hours each term. Attempts to understand 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. Prerequisite: instructor's consent.

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. Not offered 1983-84.

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 human-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: Psy 434 or 436. Not offered 1983-84.

Psy 438. Psychology of Perception. (G) 3 credit hours. Survey of fundamental concepts of vision, audition, somesthesia, etc. Psychophysiological factors and psychophysical methodology.

Psy 439. Laboratory in Perception. (G) 3 credit hours. Laboratory work in design, conduct, and analysis of experiments in perception. Not offered 1983-84.

PHYSIOLOGICAL FIELD

Psy 445. Brain Mechanisms of Behavior. (G) 3 credit hours. 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. 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. Not offered 1983-84.

Psy 449. Sensory Processes. (G) 3 credit hours. Cellular mechanisms of sensory reception and coding in the major mammalian sensory modalities. Additional prerequisite: Psy 445 or 447 or Bi 414.

Psy 450. Hormones and Behavior. (G) 3 credit hours. Consideration of the interactions among the brain, endocrine system, and behavior. Topics covered typically 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 small-group participation; 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 complementary 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 must complete a minimum of two experiments either individually or with a subgroup. Additional prerequisite: Psy 456 or 457, or instructor's consent. Not offered 1983-84.

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 instructor's consent. Not offered 1983-84.

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. Not offered 1983-84.

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 instructor's consent.

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. Prerequisites: Psy 301 and 302, 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. Not offered 1983-84.

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 and assessment of interpersonal relationships, especially marital interactions, therapeutic and educational approaches to relationship change, and evaluation of effectiveness. Not offered 1983-84.

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. Additional prerequisites: prior courses in learning or instructor's consent.

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. In-depth study of an important area of child development covered only superficially in other courses. Additional prerequisites: prior courses in learning or developmental psychology or instructor's consent. Not offered 1983-84.

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. Additional prerequisites: prior courses in personality; social, abnormal, or developmental psychology; or instructor's consent.

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 prerequisites: courses in personality, abnormal, and developmental psychology or instructor's consent. Not offered 1983-84.

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, stimulus-response 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 can be offered every academic year.

Psy 501. Research. Credit hours to be arranged. P/N only.

Psy 502. Supervised College Teaching. 1-3 credit hours. P/N only.

Psy 503. Thesis. Credit hours to be arranged. P/N only.

Psy 505. Reading and Conference. Credit hours to be arranged. Topics vary from year to year. P/N only.

Psy 507. Seminar. Credit hours to be arranged. Seminars offered vary from year to year, depending on faculty interests. Typical studies include the following:

Attitudes

Cognitive Development

Community Psychology

Group Dynamics

Human Performance

Language and Cognition

Memory

Perception

Proseminars: Clinical; Developmental; Experimental; Personality-Social; Physiological

Social Cognition

Social Influence

Socialization

Thinking

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 required. Prerequisites: course work in learning and behavior modification and instructor's consent. Not offered 1983-84.

Psy 509. Practicum. 1-9 credit hours. Supervised work in assessment and treatment coordinated with didactic clinical core courses. Prerequisite: instructor's consent.

Psy 510. Experimental Course. Credit hours to be arranged.

Psy 511, 512, 513. Statistical and Quantitative Methods in Psychology. 3 credit hours each term.

Application of basic concepts of probability and statistics to psychological problems. Use of probability theory in psychological theory construction; application of multivariate methods; design of experiments. Prerequisite: Mth 425 or equivalent.

Psy 514. Learning. 3 credit hours. The capacities and functions involved in learning, storage, retrieval, and transformation of information in a variety of experimental situations. Discussion involves studies of classical and instrumental learning, skill learning, short- and long-term memory, classification and rule learning, problem solving, and language behavior. Prerequisites: basic knowledge of experimental psychology and instructor's consent. Not offered 1983-84.

Psy 515. Perception. 3 credit hours. Factual knowledge and theory concerning sensory function and perceptual information processing. Not offered 1983-84.

Psy 516. Physiological Psychology. 3 credit hours. Survey of the fundamental aspects of brain-behavior relationships. Neuron physiology, sensory systems, nonspecific afferent systems; emotion, motivation, and learning from a neurophysiological viewpoint. Lectures and discussion. Not offered 1983-84.

Psy 517. Social Psychology. 3 credit hours. Current theory and research concerning the individual within a social context. Not offered 1983-84.

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. Not offered 1983-84.

Psy 519. Personality. 3 credit hours. Critical consideration of personality theory and research. Not offered 1983-84.

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 instructor's consent. Not offered 1983-84.

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. P/N only.

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 equivalents.

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, instructor's consent is required. Not offered 1983-84.

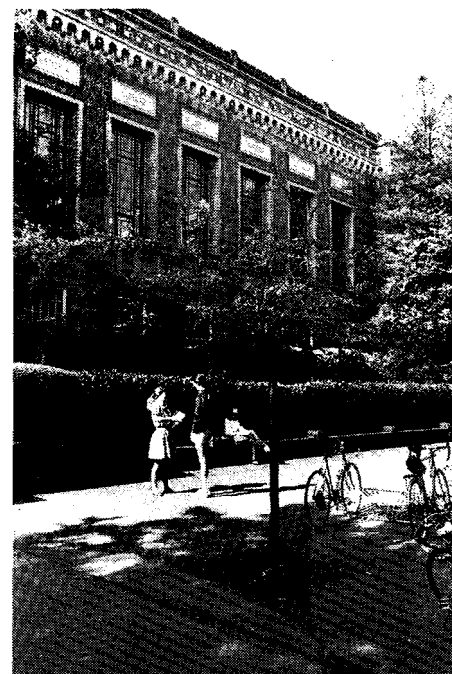
Psy 532. Behavior Change II: Behavior Modification. 3 credit hours. Selected topics on the experimental and theoretical bases of behavioral modification techniques and issues related to their application. Course goals are (1) to familiarize the student with extant procedures and their origins in experimental psychology; (2) to indicate strengths and limitations of these techniques; and (3) to suggest specific problem areas requiring research exploration. Required of second-year clinical graduate students; for other students, instructor's consent is required. Not offered 1983-84.

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 psychology graduate students; for other students, instructor's consent is required.

Psy 535. Advanced Social Psychology. 3 credit hours. Social behavior in relation to current psychological theory and research. Not offered 1983-84.

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), 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. Not offered 1983-84.



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, Berkeley; Ph.D., 1966, Claremont.

Stephen Reynolds, Ph.D., Associate Professor (history of Western religious thought). B.A., 1958, Princeton; M.A., 1963, Ph.D., 1966, Harvard.

J. T. Sanders, Ph.D., Professor (Biblical studies). B.A., 1956, Texas Wesleyan; M.Div., 1960, Emory; Ph.D., 1963, Claremont. On leave 1983-84.

G. Douglas Straton, Ph.D., Professor Emeritus (philosophy of religion and ethics). B.A., 1938, Harvard; B.D., 1941, Andover Newton; Ph.D., 1950, Columbia.

The Department of Religious Studies offers courses concerning the religious beliefs and practices of the world's major religions. The department does not represent the viewpoint of any religious group, nor does it acknowledge any religion to be superior to others. Rather, courses focus on the history and philosophy of religions, including their origins, sacred texts, rituals and practices, beliefs, and subgroups. The courses provide a broad understanding of the nature and role of religion in the world's different cultures, both present and past, for students in all fields, as well as integrated programs for majors in religious studies.

The department annually sponsors a distinguished visiting lecturer's program, which brings outstanding scholars in various fields of religious studies to the campus for several days of lectures and meetings.

Preparation. The best high school or community college preparation for an undergraduate program in religious studies is a good general grounding in social science and literature.

Careers. An undergraduate major in religious studies can lead to graduate work in preparation for teaching religious studies or to religious education at a seminary in preparation for a career as a religious leader. Other career opportunities in education include teaching religious studies in public schools and religious education work. Social service organizations, such as the YMCA, YWCA, Red Cross, community services, and international relief agencies, provide additional career possibilities. A major in religious studies constitutes one type of broad training and enrichment for any of the humanitarian professions.

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 Great Religions of the World (R 201, 202, 203).

General Track. (1) Three of the following courses : Religions of India (R 301), Chinese Religions (R 302), Japanese Religions (R 303), Judaism and Christianity since C. E. 70 (R 306), Religions of the Islamic World (R 307).

(2) Ancient Near Eastern and Mediterranean Religions (R 311, 312, 313).

(3) Recommended courses: Philosophy of Religion (Phl 439, 440), Sociology of Religion (Soc 461).

Specialized Track. One of the following four focus areas:

(1) ANCIENT NEAR EASTERN AND MEDITERRANEAN RELIGIONS: (a) Ancient Near Eastern and Mediterranean Religions (R 311, 312, 313);

(b) two courses chosen from Reading and Conference (Cl 405, Hst 405, R 405), Special Problems (Cl 406, R 406), Seminar (Cl 407, Hst 407, R 407), Colloquium (Hst 408, R 408), or Experimental Course—especially Greek Society and Religion, or Roman Society and Religion—(Cl 410, Hst 410, R 410) in the subject field; (c) recommended courses: Ancient Mediterranean Art (ArH 411, 412, 413), Greek and Roman Art (ArH 414, 415, 416), Classic Myths (Cl 321), History of Greece (Hst 411), History of Rome (Hst 412, 413), History of Ancient Philosophy (Phl 301, 302).

(2) HISTORY OF CHRISTIANITY: (a) four courses chosen from Ancient Near Eastern and Mediterranean Religions (R 313), History of Christianity (R 321, 322, 323), History of Eastern Christianity (R 324, 325); (b) two courses chosen from Reading and Conference (Hst 405, R 405), Special Problems (R 406), Seminar (Hst 407, R 407), Colloquium (Hst 408, R 408), Experimental Course (Hst 410, R 410) in the subject field, History of Religious Life in the United States (Hst 374), Problems in the German Reformation (Hst 432); (c) recommended courses: Early Byzantine Art (ArH 421), Later Byzantine Art (ArH 422), Russian Medieval Art (ArH 423), Western Medieval Art (ArH 424, 425, 426), Middle Ages (Hst 421, 422, 423).

(3) ASIAN RELIGIONS: (a) Religions of India (R 301), Chinese Religions (R 302), Japanese Religions (R 303); (b) three courses chosen from Varieties of Eastern Meditation (R 230), Buddhism and Asian Culture (R 330, 331), Reading and Conference (R 405), Special Problems (R 406), Seminar (R 407), Colloquium (R 408), Experimental Course (R 410) in the subject field, Zen Buddhism (R 430), Readings in Zen Classics (R 431); (c) recommended courses: Chinese Art (ArH 464, 465, 466), China, Past and Present (Hst 291), Japanese Society, Past and Present (Hst 292), History of China (Hst 494, 495), History of Japan (Hst 497, 498).

(4) PHILOSOPHY OF RELIGION AND THEOLOGY: (a) Introduction to Philosophy: Metaphysics (Phl 203), Introduction to Philosophy of Religion (Phl 204), Philosophy of Religion (Phl 439, 440), Zen Buddhism (R 430), Readings in Zen Classics (R 431); (b) recommended courses: History of Ancient Philosophy (Phl 301, 302, 303), History of Modern Philosophy (Phl 304, 305, 306).

All Students. 18 additional credit hours in religious studies, 9 of which must be upper division. Certain courses in other departments

may be applied toward the satisfaction of the 18 credit 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, a D will normally not be considered a passing grade; however, under special circumstances, a D may be accepted as a passing grade in no more than one course taken for the major.

Sample Program

The sample program below shows the first two years of a typical course load for a major in religious studies.

Freshman Year, fall term	15-16 credit hours
Great Religions of the World (R 201)	3
English Composition (Wr 121)	3
Social Sciences cluster course, e.g., History of Western Civilization (Hst 101), Personality (Psy 214), or Introduction to Sociology (Soc 201)	3
Foreign language or literature	3-4
Elective	3
Winter term	15-16 credit hours
Great Religions of the World (R 202)	3
Personal Health (HES 250) or alternate	3
Social Sciences cluster course, e.g., History of Western Civilization (Hst 102), Developmental Psychology (Psy 215), or Introduction to Social Psychology (Soc 206)	3
Foreign language or literature	3-4
Elective	3
Spring term	15-16 credit hours
Great Religions of the World (R 203)	3
English Composition (Wr 123)	3
Social Sciences cluster course, e.g., History of Western Civilization (Hst 103), Social Psychology (Psy 216), or Social Deviancy and Social Control (Soc 211)	3
Foreign language or literature	3-4
Elective	3
Sophomore Year, fall term	15-17 credit hours
300-level religious studies sequence course	3
Arts and Letters cluster course, e.g., Introduction to Literature (Eng 104), Introduction to the Humanities I (Hum 101), or Introduction to Philosophy: Ethics (Phl 201)	3
Sciences cluster course, e.g., Introduction to Physical Anthropology (Anth 104), General Geology: The Face of the Earth (Geol 101), or Essentials of Physics (Ph 101)	3-4
Foreign language or literature	3-4
Elective	3
Winter term	15-17 credit hours
300-level religious studies sequence course	3
Arts and Letters cluster course, e.g., Introduction to Literature (Eng 105), Introduction to the Humanities II (Hum 102), or Introduction to Philosophy: Theory of Knowledge (Phl 202)	3
Sciences cluster course, e.g., Introduction to Monkeys and Apes (Anth 105), General Geology: The Earth's Dynamic Interior (Geol 102), or Essentials of Physics (Ph 102)	3-4
Foreign language or literature	3-4
Elective	3
Spring term	15-17 credit hours
300-level religious studies sequence course	3
Arts and Letters cluster course, e.g., Introduction to Literature (Eng 106), Introduction to the Humanities III (Hum 103), or Introduction to Philosophy: Metaphysics (Phl 203)	3
Sciences cluster course, e.g., Introduction to Human Sociobiology (Anth 106), General Geology: Earth History (Geol 103), or Essentials of Physics (Ph 103)	3-4
Foreign language or literature	3-4
Elective	3

Proposed Minor

Beginning in September 1983 the Department of Religious Studies plans to offer a formal minor. To obtain a minor, a student must take 24 credit hours in religious studies, as follows: (a) Great Religions of the World (R 201, 202, 203), and (b) 15 upper-division credit hours in the department.

All courses must be taken on a graded basis. Grade requirements for the minor are the same as those for the major. Inquiries about minor programs in religious studies should be directed to the departmental major and minor adviser, Hee-Jin Kim.

Honors Program in Religious Studies

Requirements for a degree with honors in religious studies include the following:

- (1) Satisfaction of the requirements for a major.
- (2) A cumulative grade point average of 3.50 in courses taken to satisfy the major requirement.
- (3) Satisfactory completion of an honors thesis. The candidate for honors normally registers for 3 credit hours of Research (R 401) winter term of the senior year in order to prepare for writing the thesis, and for 3 credit hours of Thesis (R 403) spring term, during which time the thesis is written. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate, and the final draft four weeks before the end of the term.

Courses Offered**Undergraduate Courses**

R 111. Introduction to the Study of the Bible. 3 credit hours. 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. Upper-division students are discouraged from taking this introductory course. Seniors may be required to meet a higher grade standard than other students in the class.

R 199. Special Studies. 1-3 credit hours. Topics 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.

R 230. Varieties of Eastern Meditation. 3 credit hours. Introduction to the classical yogic/meditational methods and philosophies of various Eastern religious traditions. Kim. Offered irregularly; offered spring 1984.

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. 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 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 fall 1983 and 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 is also given to non-Muslim religious communities within the Muslim world. Reynolds. Offered winter 1984 and alternate years.

R 311, 312, 313. Ancient Near Eastern and Mediterranean Religions. 3 credit hours each term. Comprehensive survey of the religions of the ancient Near East and of the ancient Mediterranean region. 311: Egypt, Mesopotamia, Asia Minor, and Palestine before the Persian period. 312: Persia, Greece, and Judaism before the Roman period. 313: Rome, Hellenistic religions, beginning of Christianity. Each course includes study of portions of the Bible. Sanders. Not offered 1983-84.

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. 321: from the New Testament period to the Iconoclastic Controversy; 322: the Middle Ages, the schism between East and West, and the reform movement in the West; 323: the Reformation and the modern period. Reynolds. Only 321 offered 1983-84.

R 324, 325. History of Eastern Christianity. 3 credit hours each term. 324: the church in the Eastern Roman Empire and its expansion in Europe, the Eastern churches and Islam; 325: the Eastern churches from the 15th century to the present. Prerequisite: R 321 or equivalent. Reynolds. Offered irregularly; offered winter, spring 1984.

R 330, 331. Buddhism and Asian Culture. 3 credit hours each term. Study of the beliefs, symbols, values, and practices of Buddhism. 330: Theravada Buddhism; 331: Mahayana Buddhism. Kim. Offered alternate years; not offered 1983-84.

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 1983-84.

R 421. Contemporary Social Problems and Religion. (g) 3 credit hours. Not offered 1983-84.

R 423, 424, 425. Contemporary Philosophies of Religion and Theological Movements. (g) 3 credit hours each term. Not offered 1983-84.

R 430. Zen Buddhism. (g) 3 credit hours. Study of some salient aspects of Ch'an and Zen Buddhism. Historical development; koan and zazen; Zen classics; enlightenment and philosophy; cultural impact. Kim. Offered alternate years; not offered 1983-84.

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)*. Kim. Offered alternate years; not offered 1983-84.

Romance Languages

101 Friendly Hall

Telephone 686-4021

Perry J. Powers, Department Head

Faculty

George Ayora, Ph.D., Associate Professor (Spanish-American literature). B.A., 1962, M.A., 1964, Washington; Ph.D., 1969, Vanderbilt. On leave winter, spring 1984.

Chandler B. Beall, Ph.D., Professor Emeritus; Editor Emeritus, *Comparative Literature*. B.A., 1922, Ph.D., 1930, Johns Hopkins.

Randi M. Birn, Ph.D., Professor (contemporary French literature). Cand. Philol., 1960, Oslo; Ph.D., 1965, Illinois.

Françoise Calin, Ph.D., Associate Professor (modern French novel and poetry). License, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; Ph.D., 1972, Stanford.

William Calin, Ph.D., Professor (medieval and Renaissance French literature, French poetry). B.A., 1957, Ph.D., 1960, Yale.

David J. Curland, M.A., Senior Instructor (Spanish); Director, Resource Center for Foreign Language Instruction. B.A., 1950, California, Los Angeles; M.A., 1963, Oregon.

Richard H. Desroches, Ph.D., Associate Professor (18th-century French literature). B.A., 1947, Clark; Ph.D., 1962, Yale.

David M. Dougherty, Ph.D., Professor Emeritus. B.A., 1925, Delaware; M.A., 1927, Ph.D., 1932, Harvard.

Juan A. Epple, Ph.D., Assistant Professor (Spanish-American literature). Licenciado, 1971, Chile; M.A., 1977, Ph.D., 1980, Harvard.

Sylvia B. Giustina, M.A., Senior Instructor (Italian). B.A., 1956, Marylhurst; M.A., 1966, Oregon.

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., 1952, City College, New York; M.A., 1953, Columbia; Ph.D., 1958, California, Berkeley.

Robert M. Jackson, Ph.D., Associate Professor (Spanish narrative). B.A., 1963, Dartmouth; M.A., 1964, Ph.D., 1968, Harvard. On leave 1983-84.

Carl L. Johnson, Ph.D., Professor Emeritus. B.A., 1924, M.A., 1925, Iowa; Ph.D., 1933, Harvard.

Elisabeth A. Marlow, Ph.D., Assistant Professor (French, 17th-century literature and civilization). Diploma, 1953, Hautes Études 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.

Perry J. Powers, Ph.D., Professor (Spanish Golden Age). B.A., 1941, Oregon; Ph.D., 1947, Johns Hopkins.

Steven F. Rendall, Ph.D., Professor (French literature, literary theory); Associate Editor, *Comparative Literature*. B.A., 1961, Colorado; Ph.D., 1967, Johns Hopkins.

Wolfgang F. Sohlich, Ph.D., Associate Professor (modern French poetry, theater). B.A., 1959, Johns Hopkins; M.A., 1970, Ph.D., 1971, Emory. On leave 1983-84.

The Department of Romance Languages offers an extensive range of courses and degree programs, from instruction in beginning languages through the study of the literature and cultures of French-, Italian-, and Spanish-speaking countries. Students can earn a Bachelor of Arts (B.A.) degree in French, Italian, Spanish, or Romance languages; the Master of Arts (M.A.) is also available in these areas, plus additional degree programs which emphasize teaching French or Spanish. The department works with the College of Education for basic and standard teacher certification in languages

on the secondary education level. The Doctor of Philosophy (Ph.D.) is awarded in Romance languages, encompassing a major language and literature and a minor area. The major in Romance languages is a liberal arts major, providing a solid background for those interested in professional graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for a course of study leading to a major in Romance languages:

- (1) As much work as possible in French, Spanish, or both.
- (2) Knowledge of European or Latin American history and geography.
- (3) Familiarity with literature in any language which will help provide 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.

Careers. Students who graduate with a B.A. degree in Romance languages enter a wide variety of occupations. Language teaching is an obvious possibility. Proficiency in a foreign language and knowledge of other cultures enhances study and career opportunities in other areas as well. Students who have a B.A. in Romance languages or who double major with another discipline—art history, business administration, economics, history, international studies, journalism, music, or political science—find positions in communications media, government foreign service, international business and law, libraries, social work organizations, and travel and tourist-related agencies, among others.

Undergraduate Studies

Programs leading to undergraduate majors are provided in French, Italian, Spanish, and Romance languages (two languages). Departmental majors are primarily concerned with Romance literatures, literary history, and literary criticism. Attention is given to developing the skills of understanding, speaking, and writing the modern idiom. A fully equipped language laboratory is a valuable adjunct to classroom exercises.

Those students who intend to do graduate work in Romance languages are advised to begin a second Romance language and to take a year's work in Latin. Courses in English and other literatures are also recommended. One of the goals of the department is to give students a general view of the cultures of the countries where Romance languages are spoken. Courses in culture and civilization are offered, and the department participates in several foreign study programs including an academic year program in France at the University of Poitiers and a two-term program in Seville, Spain. Information on other foreign study programs is available in the department office.

Summer study under the direction of departmental faculty is available in Italy (at the Italian University for Foreigners in Perugia) and in Xalapa, Mexico.

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 credit hours must be in literature and 9 in composition and conversation, plus 15 graded credit hours beyond the second-year sequence in a second Romance language. Students whose first language is French must have 18 credit hours of French literature, normally to include Introduction to French Literature (Fr 301, 302, 303). At least three upper-division French literature courses beyond the Fr 301, 302, 303 cluster must be taken in residence. Courses passed with the grade of D normally will not be counted toward the fulfillment of major requirements.

Note: At least two 400- or 500-level literature courses are required for *all* majors in the department.

Sample Program

The sample program below shows a typical one-term course load for first-year students in Romance languages.

Fall term	15 credit hours
Romance language (1st-, 2nd-, or 3rd-year level, depending on previous preparation)	4
Writing	3
Sciences elective	4
Social Sciences elective	3
Physical education	1
Other possibilities:	
2nd Romance language	4
English literature	3
Health	3

French. 45 graded credit hours in French are required beyond Second-Year French (Fr 201, 202, 203), distributed as follows:

- (1) Introduction to French Literature (Fr 301, 302, 303) or the equivalent.
- (2) 36 additional credit hours in upper-division French, at least 9 of which must be in French composition and 18 in French literature.
- (3) Three upper-division French literature courses beyond Fr 301, 302, 303 must be taken in residence.

Additional work in related fields is recommended (e.g., another Romance language, English, linguistics, history of art, philosophy, history). Students are urged to consult their advisers in order to create balanced programs.

Italian. 45 graded credit hours in Italian are required beyond Second-Year Italian (Ital 204, 205, 206); they 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 Italian 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) to be determined in consultation with the 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 Second-

Year Spanish (Span 207, 208, 209 or Span 219, 220), distributed as follows:

- (1) Introduction to the Reading of Spanish Literature (Span 311).
- (2) Three of 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 Spanish Composition and Conversation (Span 347, 348, 349), Advanced Spanish Composition and Conversation (Span 461, 462, 463), or a combination of these.
- (6) Two terms of upper-division work in related areas, e.g., History of Western Art (ArH 204, 205, 206), Art in Latin America (ArH 491, 492, 493), Geography of Latin America (Geog 202), Hispanic America (Hst 350, 351, 352), History of Spain (Hst 450, 451), Chicano Literature (Span 328), or Hispanic Culture and Civilization (Span 361, 362, 363).

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 Second-Year Spanish (Span 207, 208, 209 or Span 219, 220) are required, distributed as follows:

- (1) Six terms of work in upper-division and advanced language classes: Spanish Composition and Conversation (Span 347, 348, 349), Spanish Pronunciation and Phonetics (Span 350), Advanced Spanish Composition and Conversation (Span 461, 462, 463).
- (2) Five terms of upper-division course work in literature, distributed as follows: (a) Introduction to the Reading of Spanish Literature (Span 311); (b) four from the following: Medieval Spanish Literature (Span 312), The Golden Age (Span 313), Modern Spanish Literature (Span 314), Spanish-American Literature (Span 315), Cervantes (Span 360).
- (3) Four terms of upper-division work in related areas, e.g., History of Western Art (ArH 204, 205, 206), Art in Latin America (ArH 491, 492, 493), Geography of Latin America (Geog 202), Hispanic America (Hst 350, 351, 352), History of Spain (Hst 450, 451), Portuguese and Brazilian Literature (Port 471, 472, 473), Chicano Literature (Span 328), or Hispanic Culture and Civilization (Span 361, 362, 363).

Proposed Minor

Beginning in September 1983, students may minor in French, Italian, or Spanish (not in the Romance languages degree program) by successfully completing a minimum of 24 graded credit hours of upper-division course work in the specific language area. At least 9 credit hours must be in language study and at least 9 in literature.

The minor in French, Italian, or Spanish might be of particular interest to students majoring in anthropology, art history, business, education, English, geography, history, international studies, journalism, linguistics, music, political science, and theater arts. Questions may be directed to the student's adviser or to the department head.

Secondary School Teaching

The Department of Romance Languages offers programs leading to basic and standard certification as a teacher of French, Italian, or Spanish in junior and senior high schools. To be recommended for certification, the student must satisfactorily complete the approved program for secondary teachers which includes (1) subject matter preparation in the teaching specialty, essentially equivalent to major requirements in a single language, 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 Modern Language Association (MLA) proficiency test in order for the department to recommend them for student teaching and certification.

For specific information regarding certification or endorsement requirements for Romance languages, students should consult the departmental certification advisers (Steven Rodgers, French; Sylvia Giustina, Italian; David Curland, Spanish) and inquire at the secondary education office in the College of Education.

Students and teachers working toward the standard certificate may want to consider working for an interdisciplinary Master of Arts (M.A.) in French or an M.A. in teaching Spanish at the same time. Courses taken for certification often fulfill requirements for these degrees. For further information, see the interdisciplinary program description below, or consult Elisabeth Marlow (French) or David Curland (Spanish).

Resource Center for Foreign Language Instruction

Serving as a source of information on the latest methods of teaching foreign languages, the Resource Center for Foreign Language Instruction provides a focal point for innovations and current developments, including the use of film and video materials, computerized instruction, and flexible course organization. The center also coordinates the development of printed materials used in teaching foreign languages with film and video—a field in which the University is nationally recognized. Finally, the center serves as a liaison between University language departments and Oregon public school systems. Further information is available from the director, David Curland, in 209 Friendly Hall.

Scholarships and Honors

The department administers scholarships for undergraduate students of foreign languages. The Leona Kail Scholarship is awarded in alternate years by the Department of Romance Languages and the Department of Germanic Languages and Literatures. Romance language majors can apply for the \$500 award for 1984-85. The Charles Stickles Endowment Scholarship is usually awarded to a number of selected participants each summer in the Mexican study program. Additional information may be obtained in the department office.

Students will be approved for graduation with departmental honors who (1) earn a cumulative grade point average (GPA) of 3.50 or better in the major work beyond the second-year

language, and (2) satisfactorily complete a senior thesis under the direction of a departmental faculty member and judged by the thesis director and one other faculty member in the department. Students must enroll for at least 6 Pass/No pass credit hours in Thesis (Fr 403, RL 403, Span 403) in addition to meeting the regular major requirements. Transfer work and P/N credits are not included in determining the GPA.

Overseas Study

The Oregon State System of Higher Education provides opportunities for a year's study in Poitiers, France. Although the program is primarily intended for undergraduates, some graduate credit may be obtained if proper arrangements are made with the department.

In addition, the University offers a two-term program in Seville, Spain, during the academic year and summer programs in Perugia, Italy, and in Xalapa, Mexico.

Graduate Studies

The Department of Romance Languages offers programs of study leading to the degree of Master of Arts (M.A.) in Romance languages (French, Italian, Spanish, or a combination) and to the degree of Doctor of Philosophy (Ph.D.) in Romance Languages.

Admission. Procedures for admission to graduate study in the department include the following:

(1) Equivalent of an undergraduate major in Romance literature with a minimum GPA of 3.00 in the major and proficiency in one or two Romance languages. Students with a degree in another discipline may apply provided they have a good knowledge of at least one Romance language and are well acquainted with one Romance literature.

(2) A completed Graduate Application for Admission, three letters of recommendation, official transcripts of college-level work to date of application, a candidate's statement of purpose, and the Graduate Record Examination (GRE) general aptitude and advance language scores should be submitted, preferably prior to April 1 for fall admission. Application for a graduate teaching fellowship (GTF), included in the graduate application packet, is optional.

Graduate students in the department who hold a GTF must enroll in at least two graduate seminars or courses leading toward the graduate degree each term. Workshop: Teaching Methods (RL 508), required for all beginning GTF's, is part of the department's M.A. requirements in addition to 45 graded credit hours. No more than 15 credit hours may be taken outside the department, and they must form part of a coherent program approved by the student's adviser and the graduate committee in order to count toward the degree.

A number of GTF's are available each year for new graduate students in the department. Application may be made through the department. Students are encouraged to apply by April 1 for fall admission and appointment priority. GTF's receive an annual stipend of \$4300 to \$5200, depending on qualifications and based on negotiated rates under the Graduate Teaching Fellow Federation (GTF)

contract, plus a tuition waiver. The GTF teaches one language class each term. A list of qualified applicants is maintained annually for emergency appointments throughout the year. Potentially eligible candidates in a degree program in Romance languages or comparative literature should submit résumés and letters indicating interest to the department.

In addition, several opportunities for study and teaching abroad are available each year, including a scholarship from the French government for advanced studies at a French university by students with an M.A.; a position as graduate assistant to the director of the Oregon Study Center at the University of Poitiers, France, concurrent with studies at the University of Poitiers; and an assistantship to teach English in a French secondary institution while pursuing studies at a French university, whenever the appointment location allows.

Comparative Literature

The Comparative Literature Program is administered by a committee representing the Departments of English, Germanic Languages and Literatures, and Romance Languages, and the Russian Program. It provides 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.

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 as well. 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 it must include a second field if the first is Italian or Spanish-American literature.

The minimum requirements for this degree are (a) the completion of 45 graded graduate credit hours with grades of B or higher; (b) enrollment in Workshop: Teaching Methods (RL 508), offered fall term; and (c) successful completion of a comprehensive examination. The written M.A. comprehensive examination covers three areas in literature and requires explication of a text. One question must be answered in the foreign language. The program does not include a thesis. Completion of the M.A. normally requires more than one academic year. Admission to the doctoral program is not automatic upon completion of the M.A. Students wanting to continue toward the Ph.D. must petition the graduate committee for admission to the program.

Alternative programs in French and Italian are available to M.A. candidates. Upon petition from the student, the graduate committee may, with adviser's approval, 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; they may not do so unless they pass the M.A. comprehensive examination and are accepted into the Ph.D. program by the graduate committee.

Interdisciplinary Master's 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 graded 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 partially fulfills the requirements for the Oregon standard certificate. In any case, no interdisciplinary master's degree will be granted to persons who do not possess basic teaching certification. 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 in education, as well as a comprehensive examination. In addition, a summer program in Mexico is available to enhance formal study through immersion in the language and culture. The M.A. in teaching 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 along with the professional program fulfills the requirements for Oregon standard (five-year) secondary teacher certification, but courses in civilization and phonetics, required for this certificate, should be taken prior to admission.

For further information, contact the director of the program, David Curland.

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 and two courses in philology or medieval literature. Upon completion of required course work, a comprehensive examination is taken covering the

major field, text explication, and literary theory or criticism. A doctoral thesis is required to complete the degree. Students entering the doctoral program with an M.A. degree from another institution will have their previous work evaluated by the graduate committee. Credit may be given for not more than six graduate courses taken elsewhere to apply toward the required fifteen.

In addition to command of the languages and familiarity with the chosen literatures, the student is expected to develop skill in critical writing and competence in individual research. Students interested in doctoral study should request description of the program from the department.

Courses Offered

French: Undergraduate Courses

Note: Not all listed courses can be offered every year. Courses taught only in Poitiers are listed on page 136.

Fr 101, 102, 103. First-Year French. 4 credit hours each term. Introduction to French stressing comprehension, speaking, reading, and writing through the study of grammar and through elementary composition and oral drills. Beginning spring term, conversation classes 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.

Fr 199, RL 199. Special Studies. 1-3 credit hours.

Fr 200, RL 200. SEARCH. 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. There is a special section for students who want to concentrate on development of reading skills.

RL 230. Introduction to French Literature in Translation. 3 credit hours. Study of representative masterworks in English translation. Organized around a different theme or topic each year. Part of a sequence with RL 231 (Italian) and 232 (Spanish). Not offered 1983-84.

Fr 301, 302, 303. Introduction to French Literature. 3 credit hours each term. Study of representative works from the Middle Ages to the present. Organized around a different theme each year. Prerequisite: two years of college French or equivalent.

Fr 304, 305, 306. The French Novel. 3 credit hours each term. Study of selected novels from the 17th century to the present. Birn, F. Calin. Offered 1983-84 and alternate years.

Fr 317. French Poetry. 3 credit hours. Study of selected poems from the Middle Ages to the 20th century by such major figures as Chrétien de Troyes, Villon, Ronsard, LaCeppède, Saint-Amant, La Fontaine, Voltaire, Chénier, Hugo, Baudelaire, Aragon. Initiation to literary movements (courtly love, the baroque, romanticism) and to modern critical analysis. W. Calin, Desroches. Offered alternate years; not offered 1983-84.

Fr 318. Contemporary French Theater. 3 credit hours. Study of major trends and movements in modern French drama. Birn, Sohlich. Offered alternate years; not offered 1983-84.

Fr 319. Baudelaire, Verlaine, Rimbaud. 3 credit hours. Study of masterworks by three creators of the modern spirit in poetry; introduction to textual analysis. F. Calin, Sohlich. Offered alternate years; not offered 1983-84.

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. Desroches, Rendall. Normally offered spring term in alternate years; not offered 1983-84.

Fr 321, 322, 323. French Composition and Conversation. 3 credit hours each term. Exercises in pronunciation, comprehension, and composition in a cultural or literary context. Opportunities for conversation. Conducted in French. Prerequisite: two years of college French or equivalent.

Fr 331, 332, 333. French Pronunciation and Phonetics. 2 credit hours each term. 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. 331, 332 offered 1983-84.

Fr 400, RL 400. SEARCH. 1-3 credit hours.

Fr 403, RL 403. Thesis. Credit hours to be arranged. Required for B.A. with Honors.

Fr 405, RL 405. Reading and Conference. Credit hours to be arranged.

Fr 409, RL 409. Practicum. Credit hours to be arranged. P/N only.

French: Upper-Division Courses Carrying Graduate Credit

Note: Not all listed courses can be offered every year.

Fr 407, RL 407. Seminar. (G) 4 credit hours. Several seminars are offered each term. Recent topics include 18th-century French comedy, Voltaire, the theme of religion, contemporary France, Proust to Beckett, the new novel, and romanticism.

Fr 410, RL 410. Experimental Course. (G) 4 credit hours. Recent topics include political aspects of culture, literary translation, women in 17th-century literature, and Flaubert to Proust.

Fr 420. Modern Romance. (G) 4 credit hours. Analysis of trends in modern French fiction which do not fit into the category "realism" or "realistic novel." Concentration on romantic narrative (19th century) and the literature of Black Africa (20th century). Emphasis on modern critical approaches. Prerequisite: reading knowledge of French. W. Calin. Not offered 1983-84.

Fr 423. Molière. (G) 4 credit hours. Intensive study of representative plays by Molière with emphasis on modern criticism. Prerequisites: Fr 301, 302, 303 or equivalents. Marlow, Rendall.

Fr 424. Racine. (G) 4 credit hours. Intensive study of representative plays by Racine with emphasis on modern criticism. Prerequisites: Fr 301, 302, 303 or equivalents. Marlow, Rendall. Offered alternate years; not offered 1983-84.

Fr 425. Modern Women Writers. (G) 4 credit hours. Analysis of works by a variety of French women writers of the 20th century. Themes and narrative techniques emphasized. Prerequisite: reading knowledge of French. Birn.

Fr 426. The World of Sartre. (G) 4 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. Prerequisites: Fr 301, 302, 303 or equivalents. Birn.

Fr 429, 430, 431. French Culture and Civilization. (G) 3 credit hours each term. Political and social backgrounds of French literature; introduction to French music and art. Prerequisites: Fr 301, 302, 303, or Fr 321, 322, 323 or equivalents. Marlow, Sohlich.

Fr 435. 18th-Century French Comedy. (G) 4 credit hours. Evolution of French comic theater in the 18th century from early attempts to imitate Molière to Beaumarchais. Traditional farcical devices and innovations in realistic, sentimental, and social theater and their relationships to changing French society. Prerequisites: Fr 301, 302, 303 or equivalents. Desroches.

Fr 436. 18th-Century French Novel. (G) 4 credit hours. Evolution of the French novel in the 18th century and its various forms: picaresque, epistolary, autobiographical, sentimental, and psychological. Prerequisites: Fr 301, 302, 303 or equivalents. Desroches.

Fr 437. Les Philosophes. (G) 4 credit hours.

Evolution and triumph of the philosophical movement in 18th-century France through close study of key works of the major *philosophes*. Prerequisites: Fr 301, 302, 303 or equivalents. Desroches.

Fr 467, 468, 469. Advanced French Composition and Conversation. (G) 2-3 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 political, sociological, or cultural topics taken from current issues of French magazines. Conducted in French. Normally required of candidates for teacher certification. Prerequisites: Fr 321, 322, 323 or equivalents. Marlow. 467, 468 offered 1983-84.

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

Note: Not all listed courses can be offered every year.

Fr 501, RL 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

Fr 503, RL 503. Thesis. Credit hours to be arranged. P/N only.

Fr 505, RL 505. Reading and Conference. Credit hours to be arranged.

Fr 507, RL 507. Seminar. Credit hours to be arranged. Recent topics include the following:

French Poetry from Villon to Ronsard. W. Calin
Diderot. Desroches

18th-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. Teaching methods offered fall term only. Required for departmental M.A. candidates and for beginning Romance languages GTF's.

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 only. Not offered 1983-84.

Fr 516, RL 516. Modern Criticism. 4 credit hours. Study of selected modern critics such as Barthes, Poulet, Girard, Foucault, Derrida, Eco, and Benjamin.

Fr 517, 518. Montaigne. 4 credit hours. Study of Montaigne's works, with emphasis on the *Essais*. Rendall. Offered alternate years; not offered 1983-84.

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. Not offered 1983-84.

Fr 531, 532. Medieval French Narrative. 4 credit hours each term. Study of three principal medieval narrative genres: epic, romance, allegory of love. Critical analysis of *chansons de geste*, works by Chrétien de Troyes, and *Le Roman de la Rose*. Prerequisite: Fr 530. W. Calin. Not offered 1983-84.

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 to Guillaume de Machaut and François Villon. W. Calin. Not offered 1983-84.

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, and La Fontaine from the perspective of modern criticism. W. Calin. Not offered 1983-84.

Fr 543. French Poetry: 1650-1850. 4 credit hours. 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, Celine, Butor, Beckett, and Claude Simon is analyzed. Prerequisite: graduate standing or instructor's consent. Birn.

Fr 547. Voltaire. 4 credit hours. Study of Voltaire's satire and historical prose. Desroches. Not offered 1983-84.

Fr 550, 551. Proust. 4 credit hours each term. Detailed study of *À la recherche du temps perdu*. Birn. Not offered 1983-84.

Fr 553. Modern French Poetry. 4 credit hours. Study of several major modern poets. F. Calin, W. Calin, Sohlich. Not offered 1983-84.

Fr 561, 562. Surrealism. 4 credit hours each term. Art and literature. Study of the development of the movement through its varied manifestations. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Jarry, Breton, Aragon, Desnos, Eluard, Chirico, Dalí, Buñuel, Gracq, and others. Prerequisite: graduate standing or instructor's consent. F. Calin. Only 561 offered 1983-84.

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. Not offered 1983-84.

Fr 567. Narrative Technique. 4 credit hours. Systematic study of the structure and narrative technique of the modern novel, e.g., points of view, *mises en abyme*, usage of tenses, repetitive patterns. Study of works by such writers as Alain Fournier, Gide, Faulkner, Robbe-Grillet, Sarraute, and Ollier. Prerequisite: graduate standing or instructor's consent. F. Calin. Not offered 1983-84.

Courses Offered Only in Poitiers

Note: Listed below are the courses most frequently taken by students at the Oregon Study Center in Poitiers, France. Not all listed courses can be offered every year. 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 language majors with an emphasis in French must complete at least three upper-division French literature courses beyond Fr 301, 302, 303 in residence on the Eugene campus. Not all courses taken at Poitiers satisfy major requirements. Students should consult a major adviser before leaving for Poitiers.

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. Works studied recently include Sarraute's *Portrait d'un inconnu*, Malraux's *La Condition humaine*, and Baudelaire's *Les Fleurs du mal*. May be repeated for credit under different term subjects. 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. Study of authors, topics, or literary genres. Recent subjects include La Bruyère, Flaubert, Camus; War and Literature; realism and the novel. May be repeated for credit under different term subjects. 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 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

Note: Not all listed courses can 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) for 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 200, RL 200. SEARCH. 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.

RL 231. Introduction to Italian Literature in Translation. 3 credit hours. Study of representative masterworks in English translation. Organized around a different theme or topic each year. Part of a sequence with RL 230 (French) and 232 (Spanish). Not offered 1983-84.

Ital 307, 308, 309. Survey of Italian Literature. 3 credit hours each term. Introduction to major literary currents from Dante to the present. Close examination of representative texts. Prerequisite: two years of college Italian or equivalent. Offered alternate years; not offered 1983-84.

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.

Ital 377, 378, 379. Introduction to Italian Literature. 3 credit hours each term. 377: analysis of poetic texts; 378: critical readings of short stories; 379: study of theater. Giustina. Offered alternate years; not offered 1983-84.

Ital 387. Readings in Italian. 3 credit hours. Intended for students with advanced knowledge of other Romance languages or Latin who want to acquire proficiency in reading literary texts. Prerequisite: instructor's consent. Hatzantonis. Not offered 1983-84.

Ital 400, RL 400. SEARCH. 1-3 credit hours.

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 instructor's consent. Giustina.

Ital 409, RL 409. Practicum. Credit hours to be arranged. P/N only.

Italian: Upper-Division Courses Carrying Graduate Credit

Note: Not all listed courses can be offered every year.

Ital 407, RL 407. Seminar. (G) Credit hours to be arranged. Recent topics include Petrarch and his influence, Lorenzo de' Medici's poetic circle, the literature of the Italian enlightenment, Italian romanticism, modern Italian poetry, modern Italian prose, and Moravia's fiction in film.

Ital 410, RL 410. Experimental Course. (G) Credit hours to be arranged.

Ital 464, 465, 466. Dante and His Times. (G) 4 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) 4 credit hours each term. Study of tragedy, comedy, epic, lyric, *novella*, historical and political prose, courtesy books, criticism. Italy's role in the European Renaissance. Hatzantonis. Not offered 1983-84.

Ital 483. Nineteenth-Century Italian Fiction. (G) 4 credit hours. Surveys the development of the Italian novel and its indebtedness to European ideological and formal trends; detailed analysis of Foscolo's, Manzoni's and Verga's narrative. Prerequisite: previous work in literature. Hatzantonis. Not offered 1983-84.

Ital 484. 19th-Century Italian Poetry. (G) 4 credit hours. Study of selected Italian texts by romantic and post-romantic poets. Emphasis on works by Foscolo, Manzoni, Leopardi, Carducci, and Pascoli. Prerequisite: reading knowledge of Italian. Hatzantonis. Not offered 1983-84.

Ital 485. Petrarch's Poetry and Its Influence on Western Lyric. (G) 4 credit hours. Detailed study of Petrarch's poems: their traditional and novel thematic and formal features, assessment of their influence on some of the major poets of Western Europe, particularly in Italy, France, Spain, and England. Prerequisites: previous work in literature and instructor's consent. Hatzantonis. Not offered 1983-84.

Ital 486, 487, 488. 20th-Century Italian Literature. (G) 4 credit hours each term. The main trends in poetry, drama, and the novel, starting respectively with D'Annunzio, Pirandello, and Svevo to the present. Prerequisites: Ital 307, 308, 309 or instructor's consent. Hatzantonis. Only 486 offered 1983-84.

Italian: Graduate Courses

Note: Not all listed courses can be offered every year.

Ital 501, RL 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

Ital 503, RL 503. Thesis. Credit hours to be arranged. P/N only.

Ital 505, RL 505. Reading and Conference. Credit hours to be arranged.

Ital 507, RL 507. Seminar. Credit hours to be arranged. Recent topics include the Italian lyric; Dante, Petrarch, and Boccaccio; and Verga's narrative.

Ital 508, RL 508. Workshop. Credit hours to be arranged. Teaching methods offered fall term only. Required for departmental M.A. candidates and for beginning Romance languages GTF's.

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. P/N only. Not offered 1983-84.

Portuguese and Provençal

Note: Not all listed courses can be offered every year.

Port 471, 472, 473. Portuguese and Brazilian Literature. (G) 3 credit hours each term. 471: systematic comparison of Portuguese and Spanish; practice in speaking and understanding Portuguese; readings. 472, 473: close study of selected fiction, poetry, and plays of Portugal and Brazil. May be counted toward the major in Spanish. Hart.

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 traces the transformation of troubadour poetry into Renaissance and later love poetry. Prerequisite: a reading knowledge of French, Italian, or Spanish. Hart. Not offered 1983-84.

Spanish: Undergraduate Courses

Note: Not all listed courses can be offered every year.

Span 111, 112, 113. First-Year Spanish. 4 credit hours each term. 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. Usually offered only through summer program in Mexico. Not offered 1983-84.

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 want to begin Spanish 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. Intensive multimedia 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, 8 x 10 color enlargements of main events in each episode, and other supportive materials. Meets five days a week. Not open to students in Span 111, 112, 113, 114, 115.

Span 199, RL 199. Special Studies. 1-3 credit hours.

Span 200, RL 200. SEARCH. 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 correct 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. Not offered 1983-84.

RL 232. Introduction to Spanish Literature in Translation. 3 credit hours. Study of representative masterworks in English translation. Organized around a different theme or topic each year. Part of a sequence with RL 230 (French) and 231 (Italian). Not offered 1983-84.

Span 311. Introduction to the Reading of Spanish Literature. 3 credit hours. Interpretation of literary texts; introduction to critical writing. Must be taken before enrolling 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 include the nature of medieval epic, medieval comedy and parody, and 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.

Span 313. The Golden Age. 3 credit hours. Introduction to lyric poetry, prose, and theater of the Spanish Renaissance and Baroque, generally including the *Lazarillo de Tormes* and selections from the works of Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, 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 basic currents and movements in the Spanish-American novel, poetry, and short story. Readings and discussions center almost exclusively on the 19th and 20th centuries. Prerequisite: Span 311. Ayora, Epple.

Span 328. Chicano Literature. 3 credit hours. Novels, essays, dramas, and poems of Chicano writers in Spanish and English, and a study of their relationship to Hispanic and Anglo-American tradition. Prior credit for Span 311 recommended. Epple. Not offered 1983-84.

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.

Span 350. Spanish Pronunciation and Phonetics. 2 credit hours. Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice with individual use of recording equipment. Normally required of candidates for teacher certification. Prerequisite: instructor's consent. Curland. Offered alternate years; not offered 1983-84.

Span 360. Cervantes. 3 credit hours. The course centers on *Don Quijote* and stresses 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 students who want to do the reading in English. Hart, Jackson, Powers. Offered alternate years; not offered 1983-84.

Span 361, 362, 363. Hispanic Culture and Civilization. 3 credit hours each term. Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. Recommended for students applying for Seville program. Only 361 offered 1983-84.

Span 400, RL 400. SEARCH. 1-3 credit hours.

Span 403, RL 403. Thesis. Credit hours to be arranged. Required for B.A. with Honors.

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

Note: Not all listed courses can be offered every year.

Span 407, RL 407. Seminar. (G) Credit hours to be arranged. Several seminars are offered each term. Recent topics include the 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, and Pacific region writers.

Span 410, RL 410. Experimental Course. (G) Credit hours to be arranged.

Span 438. Spanish Romantic Poetry. (G) 4 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 439. Modern Spanish Short Story. (G) 4 credit hours. Examination of this literary genre, its development during the present century, and careful reading of selections from representative writers including Francisco Ayala, Ignacio Aldecoa, Alfonso Martínez-Mena, Juan Benet, Francisco García Pavón, Jesús López Pacheco, Ramón Sender, and Francisco

Umbral. Prerequisite: Span 311. May. Not offered 1983-84.

Span 440. Spanish Women Writers of the 20th Century. (G) 4 credit hours. Study of principal women writers of modern Spain; examination of major developments in literature written by women; the woman writer in contemporary Spanish society. Readings in the works of Ana María Matute, Rosa Chacel, Carmen Conde, Gloria Fuertes, Carmen Martín Gaité, and Mercedes Salisachs, among others. May. Not offered 1983-84.

Span 444. Spanish-American Literature. (G) 4 credit hours. Study of the principal authors of Spanish America; may center on major authors or periods or genres, depending on instructor's and students' interests and needs of the Spanish program. Prerequisite: Span 315. Not offered 1983-84.

Span 445. Spanish-American Short Story. (G) 4 credit hours. Study of the short story in Latin American literature with readings from major Spanish-American authors such as Quiroga, Borges, Cortázar, Donoso, García Márquez, Arreola, Rulfo. Prerequisite: Span 315. Curland. Not offered 1983-84.

Span 446. Novel of the Mexican Revolution. (G) 4 credit hours. Study of the Mexican novel of the period 1910-1930. Readings from works by Mariano Azuela, López y Fuentes, Martín Guzmán, Rubén Romero, and others. Prerequisite: Span 315. Curland, Epple.

Span 451. Spanish Prose of the Golden Age. (G) 4 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) 4 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. Hart, Powers. Not offered 1983-84.

Span 453. Introduction to the Drama of the Golden Age. (G) 4 credit hours. Readings in the works of Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Prerequisite: Span 313. Powers. Not offered 1983-84.

Span 454. History of the Spanish Language. (G) 4 credit hours. The place of Spanish among the Romance languages and its development from the Middle Ages to the present, with some attention to the development of a distinctively American form of Spanish. Hart. Not offered 1983-84.

Span 455. The 19th-Century Spanish Novel. (G) 4 credit hours. Development of realism in Spanish narrative and its relationship to social and political change of the period. Naturalism in its Spanish form. Galdós, Clarín, Valera, Pardo, Bazán. Prerequisite: previous work in Spanish literature. Jackson. Not offered 1983-84.

Span 456. Pre-Civil War Spanish Narrative. (G) 4 credit hours. Experimental prose narrative from the turn of the century until 1936, with emphasis on the Generation of '98. Prerequisite: previous work in Spanish literature. Jackson. Not offered 1983-84.

Span 457. Post-Civil War Narrative. (G) 4 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. Jackson. Offered 1983-84 and alternate years.

Span 458. Modern Spanish Poetry. (G) 4 credit hours. Vanguard movements in poetry and their relationship to film and art. Emphasis on García Lorca and his generation. Prerequisite: previous work in Spanish literature. Jackson, May. Not offered 1983-84.

Span 459. Literature and the Spanish Civil War. (G) 4 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 studied include Hemingway, Malraux, Koestler, Orwell, and others. Reading knowledge of Spanish desirable but not essential. Jackson. Offered alternate years; not offered 1983-84.

Span 461, 462, 463. Advanced Spanish Composition and Conversation. (G) 2-3 credit hours each term. Normally required of candidates for teacher certification. Conducted in Spanish. Prerequisites: Span 347, 348, 349 or equivalents.

Spanish: Graduate Courses

Note: Not all listed courses can be offered every year.

Span 501, RL 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

Span 503, RL 503. Thesis. Credit hours to be arranged. P/N only.

Span 505, RL 505. Reading and Conference. Credit hours to be arranged.

Span 507, RL 507. Seminar. Credit hours to be arranged. Recent topics include 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 19th-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. Teaching methods offered fall term only. Required for departmental M.A. candidates and for new Romance language GTF's.

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. P/N only. Not offered 1983-84.

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 1983-84.

Span 535. Old Spanish Literature. 4 credit hours. Introduction to reading texts in Old Spanish. Close study of *Poema de Mio Cid*, *Libro de buen amor*, or *La Celestina*, with attention to recent developments in criticism. Hart. Not offered 1983-84.

Span 554. Drama of the Golden Age. 4 credit hours. Interpretation and criticism of selected *comedias* of Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Augustín Moreto, and Rojas Zorrilla. Powers. Not offered 1983-84.

Span 557. The Modernista Movement. 4 credit hours. Interpretation and criticism of the work of leading Spanish American "modernista" writers: Martí, Silva, Julián del Casal, Gutiérrez, Nájera, Darío, Lugones, and others. Ayora. Not offered 1983-84.

Span 561. Spanish-American Novel. 4 credit hours. Study of the novel as a literary form in Spanish America. Ayora. Not offered 1983-84.

Russian

**327 Friendly Hall
Telephone 686-4078
David Curland, Program Director**

Faculty

Jakov Bačić, M.A., Visiting Assistant Professor (Russian, Serbo-Croatian, Polish, Slavic cultures). B.A., 1970, Hunter; M.A., 1978, Columbia.

John Fred Beebe, Ph.D., Associate Professor (language, linguistics). B.A., 1946, Wabash; M.A., 1954, Indiana; Ph.D., 1958, Harvard.

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., 1960, Harvard; M.A., 1964, Ph.D., 1965, Chicago.

Fruim Yurevich, M.A., Senior Instructor (language, literature, culture). Diploma, 1959, Astrakhan State Pedagogical Institute; M.A., 1976, Oregon.

Baccalaureate Degree in Russian

Candidates for the Bachelor of Arts (B.A.) 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). The 48 credit hours normally include the following sequences: Introduction to Russian Literature (Russ 204, 205, 206); Topics in Russian Culture (Russ 240, 241, 242) or History of Russia (Hst 447, 448, 449); Third-Year Russian (Russ 316, 317, 318). In addition, 15 credit hours or more are taken from the following electives in Russian literature and linguistics:

Great Russian Novels, Short Stories, Plays (Russ 207, 208, 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.

Honors. To earn a Bachelor of Arts with Honors, a student must maintain a 3.50 grade point average (GPA) and write an honors essay or thesis (3 credit hours) approved by the program honors committee.

USSR and Eastern Europe. Qualified students of Russian have the opportunity to spend a summer, semester, or academic year in the Soviet Union—either in the Council on International Educational Exchange (CIEE) Cooperative Russian Program (of which the University of Oregon is an affiliate) at Leningrad State University or in the Russian Program at Moscow's Pushkin Institute sponsored by the American Council of Teachers of Russian (ACTR). Opportunities also exist for study in

East European countries, and limited fellowship aid is available for these programs. Students interested in study in the USSR or Eastern Europe should call or write the Russian Program office or the International Services office, 330 Oregon Hall.

Secondary School Teaching

The program in Russian offers work for preparation as a teacher of Russian in 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 inquire at the secondary education office 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 credit hours in language and literature or proven proficiency in the language. They must also complete the state-approved professional education program, including Special Secondary Methods (SeEd 495), and the program's requirement in linguistics (Russ 440, 441, 442). To receive program approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a 250 percentile rating in the Modern Language Association (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 of Arts degree in teaching Russian.

Graduate Studies

Master of Arts (M.A.) Requirements

The Master of Arts program in Russian provides substantive training and experience in Russian language, literature, and linguistics for students who want to prepare for careers in teaching, research, translation, business, or government service. Creative imagination, a spirit of commitment to the Slavic field, and a knowledge of Russian sufficient for graduate work are the principal prerequisites for admission. Promising students with insufficient preparation in either Russian language or literature may be admitted conditionally.

New Students. An advisory conference/qualifying examination is conducted during registration week for each new graduate student in Russian.

Course Requirements. (1) At least 45 credit hours beyond the baccalaureate degree, of which at least 15 must be in Russian literature, 15 in Slavic linguistics, and—for students electing to write a master's degree thesis or do projects—9 credit hours of Thesis (Russ 503) and 6 credit hours of electives approved by the program faculty. 15 credit hours of approved electives are required for students submitting two acceptable graduate research papers or projects instead of a thesis. (2) Of the 45 credit

hours, at least 24 must be taken for grades (including at least 9 at the 500 level) and in residence at the University. (3) Remedial language courses, such as Fourth-Year Russian (Russ 416, 417, 418), are not counted toward the 45 credit hours required for the M.A. degree.

Sample Program

The sample program below shows a typical two-year M.A. program in Russian.

First Year	31-43 credit hours
Old Church Slavonic (Russ 540), History of Russian (Russ 541, 542)	13
Russian literature (3 courses)	9-15
Electives (3 courses)	9-15
Second Year	27-39 credit hours
Structure of Russian (Russ 440, 441, 442)	9
Russian literature (3 courses)	9-15
Electives (3 courses)	9-15

Foreign Language. The student must pass a reading examination in French, German, or another relevant foreign language.

Reading List. The student is responsible for all primary sources on the M.A. reading list, available in the program office. Secondary materials, which place the primary sources in historical or literary contexts, are highly recommended.

Examinations. Based on the M.A. reading list and on course work completed by the student, the M.A. examinations may be written and/or oral: (1) Written (4 to 5 hours): (a) Russian literature (3 hours)—questions covering folklore; 11th- through 20th-century literature; and Russian literary theory, history, and criticism; and (b) linguistics (1 to 2 hours)—questions covering Old Church Slavonic and the history and structure of the Russian language. (2) Oral (1½ to 2½ hours): (a) For students taking the written examination, the oral examination is 1½ hours. (b) The written examination is waived for students electing to do a master's degree thesis or project, and the 2½-hour oral examination includes a thesis or project defense.

Master of Arts in Teaching Russian

The Master of Arts degree in teaching provides the present or prospective secondary school teacher an opportunity to achieve professional competence in speaking, understanding, reading, and writing Russian. Degree candidates study Russian language, literature, linguistics, and culture at the graduate level and learn effective teaching strategies for presenting classroom material. The M.A. program in teaching also fulfills Oregon requirements for the standard secondary teaching certificate. Promising students with insufficient preparation may be admitted conditionally. Candidates for the M.A. degree in teaching are expected to have one adviser in the College of Education and another in the Russian Program.

New Students. An advisory conference/qualifying examination is conducted during registration week for each new candidate for the M.A. in teaching Russian.

Course Requirements. (1) At least 45 credit hours beyond the baccalaureate degree, including (a) 15 credit hours of graduate transfer credit from another university's pro-

gram, (b) at least 9 credit hours of 500-level courses in residence, (c) at least 24 graded credit hours, and (d) at least 30 credit hours in Russian literature, linguistics, and culture. (2) Required courses for an M.A. in teaching include Russian Phonetics (Russ 324, 3 credit hours), Structure of Russian (Russ 440, 441, 442, 9 credit hours), Russian literature (at least 9 credit hours), and electives approved by the program faculty. (3) Students must maintain a minimum grade point average of 3.00. (4) Students must submit either an M.A. in teaching thesis or project or two graduate research papers. Those electing to complete the thesis or project must take 9 credit hours of thesis (Russ 503). (5) These minimum requirements apply to students with strong undergraduate preparation or other background in Slavic studies. Most students will need additional work. Remedial language courses, such as Fourth-Year Russian (Russ 416, 417, 418), are not counted toward the 45 credit hours required for the M.A. degree in teaching.

Sample Program

The sample program below shows a typical student course load for the M.A. in teaching Russian.

Courses	36-46 credit hours
Structure of Russian (Russ 441, 442, 443)	9
Russian literature (3 courses)	9-15
Russian Phonetics (Russ 324), 2 electives	9-13
Thesis (Russ 503) or 2 electives	9

Foreign Language. The student must pass a reading examination in French, German, or another relevant foreign language.

Reading List. The candidate for the M.A. in teaching is responsible for all items on the reading list for the M.A. in teaching, to be covered in the written and/or oral examinations.

Examinations. Based on the reading list for the M.A. in teaching Russian and on course work completed by the student, the examinations for the M.A. in teaching may be written and/or oral: (1) Written (4 to 5 hours): (a) Russian literature (3 hours)—questions covering folklore; 11th-through 20th-century literature; and Russian literary theory, history, and criticism; and (b) linguistics (1 to 2 hours)—questions on the phonetics and structure of Russian. (2) Oral (1½ to 2½ hours): (a) For students taking the written examination, the oral examination is 1½ hours. (b) The written examination is waived for students electing to do a thesis or project for the M.A. in teaching, and the 2½-hour oral examination includes a thesis or project defense.

Courses Offered

Undergraduate Courses

Note: Not all courses listed below can be offered every year.

Russ 101, 102, 103. First-Year Russian. 5 credit hours each term. Elementary Russian grammar, reading, conversation, and composition. Bačić, Beebe.

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; special emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All readings, lectures, and discussions in English. Leong, Rice.

Russ 207, 208, 209. Great Russian Novels, Short Stories, Plays. 3 credit hours each term. Introductory study of masterpieces of Russian literature. 207: novels, 208: short stories, 209: plays. All readings, lectures, and discussions in English. Beebe, Leong, Rice. Not offered 1983-84.

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; extensive use of slides, films, and sound recordings. Recent topics: émigré Russian culture; Russian literature and music; unofficial Russian culture; the 1920s; medieval Russian culture. Leong. Not offered 1983-84.

Russ 316, 317, 318. Third-Year Russian. 5 credit hours each term. Intensive study in Russian of literary works by representative 19th- and 20th-century writers; 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; supervised individual practice. Beebe. Not offered 1983-84.

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. Not offered 1983-84.

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. Readings and discussions in English. Leong.

Russ 332. Vladimir Nabokov. 3 credit hours. Introductory study of Nabokov's creative work; special emphasis on the Russian roots of his prose fiction, literary criticism, memoirs, poetry, and translations. Readings and discussions in English. Leong.

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. P/N only.

Upper-Division Courses Carrying Graduate Credit

Note: Not all courses listed below can be offered every year.

Russ 407. Seminar. (G) Credit hours to be arranged.

Russ 410. Experimental Course. (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. Prerequisites: Russ 316, 317, 318 or equivalents. 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. Bilingual readings; lectures and discussions in English. Leong, Rice.

Russ 420. Russian Folklore. (G) 3 credit hours. Introductory discussion of Russian folklore, primarily verbal art, in its social and aesthetic functions. Special attention to the paradigmatic 18th-century collection attributed to Kirsha Danilov and to various literary

adaptations of folklore forms. Conducted in English with readings in Russian. Rice. Not offered 1983-84.

Russ 422. Modern Russian Poetry. (G) 3 credit hours. Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings in Russian. Beebe, Leong, Rice, 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. Not offered 1983-84.

Russ 426. Gogol. (G) 3 credit hours. Comprehensive study of Gogol's works; critical analysis of *Evenings on a Farm near Dikanka*, *Mirgorod*, Petersburg tales, *The Inspector General*, *Dead Souls*, and other plays. Readings in English; Russian majors do selected readings in the original. Beebe, Leong, Rice.

Russ 427. Turgenev. (G) 3 credit hours. Literary development and context of Turgenev's art; analysis of the novels *Rudin*, *A Nest of Gentlefolk*, *On the Eve*, *Fathers and Sons*, *Smoke*, *Virgin Soil*, as well as stories, plays, and critical essays. Readings in English; Russian majors do selected readings in the original. Rice. Not offered 1983-84.

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 readings in the original. Leong, Rice. Not offered 1983-84.

Russ 440, 441, 442. Structure of Russian. (G) 3 credit hours each term. Phonetics, grammatical and syntactic patterns of standard contemporary Russian. Beebe. Not offered 1983-84.

Graduate Courses

Note: Not all listed courses can be offered every year.

Russ 503. Thesis. Credit hours to be arranged. P/N only.

Russ 505. Reading and Conference. Credit hours to be arranged.

Russ 507. Seminar. Credit hours to be arranged. Recent topic: Russian literary criticism.

Russ 509. Supervised Tutoring Practicum. 1-3 credit hours any term. P/N only.

Russ 520. Research Methods in Russian. 5 credit hours. Bibliography and research methods in the graduate study of Russian literature. Not offered 1983-84.

Russ 521. Old Russian Literature. 5 credit hours. 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. Not offered 1983-84.

Russ 523. 18th-Century Russian Literature. 5 credit hours. 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. Not offered 1983-84.

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. Not offered 1983-84.

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. Not offered 1983-84.

East European Courses

Note: Not all listed courses can be offered every year.

Slav 199. Special Studies. 1-3 credit hours.

Slav 405. Reading and Conference. Credit hours to be arranged.

Slav 407. Seminar. (G) Credit hours to be arranged.

Slav 410. Experimental Course. (G) Credit hours to be arranged.

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. Not offered 1983-84.

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: Slav 453 or equivalent. Not offered 1983-84.

Slav 470, 471, 472. First-Year Bulgarian. (G) 4 credit hours each term. Elementary grammar, reading, and composition. Not offered 1983-84.

Slav 480, 481, 482. First-Year Serbo-Croatian. (G) 4 credit hours each term. Elementary Serbo-Croatian grammar, conversation, reading, and composition. Bačić.

Slav 483, 484, 485. First-Year Polish. (G) 4 credit hours each term. Elementary Polish grammar, conversation, reading, and composition. Bačić. Not offered 1983-84.

Slav 486, 487, 488. First-Year Czech. (G) 4 credit hours each term. Czech grammar, reading, and composition. Not offered 1983-84.

Slav 490, 491, 492. First-Year Ukrainian. (G) 4 credit hours each term. Elementary Ukrainian grammar, reading, and composition. Not offered 1983-84.



Russian and East European Studies

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Program Committee

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Ronald Wixman
Fruim Yurevich
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Participating Faculty

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Jakov, Bačić, M.A., Visiting Assistant Professor of Russian.

John Fred Beebe, Ph.D., Associate Professor of Russian.

Steven Deutsch, Ph.D., Professor of Sociology.

Joseph Fiszman, Ph.D., Professor of Political Science.

Arthur Hanhardt, Ph.D., Professor of Political Science.

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

Albert Leong, Ph.D., Associate Professor of Russian.

Mark Levy, M.A., Assistant Professor; Outreach Coordinator (ethnomusicology). B.A., 1969, Chicago; M.A., 1978, California, Los Angeles.

Norma Comrada McFadden, M.S., Director, Affirmative Action.

A. Dean McKenzie, Ph.D., Professor of Art History.

David Milton, Ph.D., Assistant Professor of Sociology.

Clyde Patton, Ph.D., Professor of Geography.

Stephen Reynolds, Ph.D., Associate Professor of Religious Studies.

James Rice, Ph.D., Associate Professor of Russian.

Howard Robertson, M.S.L.S., M.A., Assistant Professor, Library.

Carol Silverman, Ph.D., Assistant Professor of Anthropology.

Sherwin Simmons, Ph.D., Associate Professor of Art History.

Ronald Wixman, Ph.D., Associate Professor of Geography.

Fruim Yurevich, M.A., Senior Instructor of Russian.

M. George Zaninovich, Ph.D., Professor of Political Science.

The Russian and East European Studies Center (REESC) is composed of specialists from several departments and professional schools who are engaged in the study of the cultures, history, languages, and contemporary problems of the Soviet Union and East Europe.

The center supports basic training and interdisciplinary study on all levels in the University community, brings students and faculty 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 about careers and about the choice of graduate programs at the University or other major area-studies centers.

The center maintains close contact with University graduates in Russian and East European language and area studies and with professional colleagues around the country who supply current news on the job market. Staff members have extensive experience in research and study exchange programs abroad, and every year University undergraduate and graduate students are placed in such programs.

The REESC Outreach Program sponsors lectures, panel discussions, symposia, films, exhibitions, concerts, and folk music and dance festivals. These presentations involve scholars from other institutions in the U.S. and Europe as well as specialists on the University faculty. The center also sponsors extended stays by visiting East European scholars, enabling them to be in residence at the University for one or more terms.

Fields currently represented in REESC programs and courses include anthropology, art history, business, dance, economics, education, geography, history, language, literature, music, political science, and religious studies. A basic introduction to the whole interdisciplinary program of Russian and East European studies is given (without prerequisite) in Special Studies: Slavic Civilization (Hum 199).

The center emphasizes its undergraduate program. Its first objective is to prepare University undergraduates for significant careers and lifelong expert interest in the Russian and East European area—a territory extending across half the world's time zones and inhabited by over 350 million people. Solid training is offered in Russian and other East European languages and cultures.

The University offers Bachelor of Arts (B.A.) and Master of Arts (M.A.) 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 from the REESC staff.

The University Library contains more than 100,000 volumes in the Russian language, a growing collection of Serbo-Croatian, Polish, and other Slavic language materials, and an extensive collection of Western titles relating to Russia and Eastern Europe.

Russian and East European Area Studies Certificate Program

Since Russian and East European studies is an undergraduate area studies program rather than a department, it cannot be a major or a minor. Instead, it offers an undergraduate certificate in Russian and East European studies to supplement a departmental major. The program encourages the integration of course material from various departments and the certificate gives formal recognition of the interdisciplinary work accomplished. With the approval of the program director, students majoring in fields not represented in the center may be admitted to the certificate program.

Upon successful completion of the program, a student receives the certificate in addition to the B.A. or B.S. degree. The majority of certificate recipients continue their education after completing the baccalaureate degree in preparation for careers in government service and teaching. Combining the program certificate with a departmental degree significantly enhances the opportunity for employment in such fields as international trade, tourism, translation, and research.

Requirements. In addition to general University requirements for graduation and degree requirements in the student's major department, the following three requirements must be met for a Russian and East European Area Studies Certificate:

(1) Language: three years of college study (or equivalent) of East European languages, usually Russian. Exceptions may be granted in certain cases upon consultation with the REESC certificate adviser.

(2) Core program (two courses): normally Special Studies: Slavic Civilization (Hum 199), an introductory course offered each year; and one Reading and Conference (405), Seminar (407), or Colloquium (408) conducted by a program faculty member (3 credit hours).

(3) Electives (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three nonlanguage disciplines of the Russian and East European Studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). Such courses are usually offered by REESC staff; other courses may be approved by the director.

Anthropology and Folklore. Ethnology of Peasant Societies (Anth 303); Experimental Course, e.g., Balkan Folklore and Folk Music, East European Women, Folklore and Ethnicity of Eastern Europe, and Jewish Folklore and Ethnography (Anth 410).

Art History. Seminar, e.g., Early Russian Painting, Medieval Serbian Painting (ArH 407); Early Byzantine Art (ArH 421); Later Byzantine Art (ArH 422); Russian Medieval Art (ArH 423).

Dance. International Folk Dance (DS 178), Folk Dances of the Balkans and Central Europe (DS 179).

Economics. Marxian Economics (Ec 450), Comparative Economic Systems (Ec 451), The Economics of Industrial Organizations (Ec 460).

Geography. Geography of the Soviet Union (Geog 204), Geography of Eastern Europe (Geog 208), Cultural Geography of the Soviet West (Geog 469), Cultural Geography of the Soviet East (Geog 470).

History. Byzantium and the Slavs (Hst 324-326), Seminar, e.g., Medieval Russia, Revolutionary Social Movements (Hst 407); Colloquium (Hst 408); History of Russia (Hst 447-449), The Russian Revolution (Hst 452-453), Economic History of Modern Europe (Hst 455-456).

Political Science. Communist Political Systems (PS 335), Seminar, e.g., Geopolitics of Empire (PS 407); Comparative Labor Movements (PS 416), Literature and Politics of the USSR and Eastern Europe (PS 418), Government and Politics of the Soviet Union (PS 427-428),

Marxist Political Theories (PS 433), Politics of Multi-Ethnic Societies (PS 443).

Religious Studies. Great Religions of the World (R 201-203), History of Christianity (R 321-323), History of Eastern Christianity (R 324-325).

Russian and Slavic Language, Literature, and Culture. LANGUAGE: First-, Second-, Third-, and Fourth-Year Russian (Russ 101-103, 201-203, 316-318, 416-418); Russian Phonetics (Russ 324); Structure of Russian (Russ 440-442); First-Year Serbo-Croatian, Polish, Czech, and Ukrainian (Slav 480-482, 483-485, 486-488, 490-492); Research Methods in Russian (Russ 520); Old Church Slavonic (Russ 540); History of Russian (Russ 541-542).

LITERATURE: Introduction to Russian Literature (Russ 204-206); Great Russian Novels, Short Stories, Plays (Russ 207-209); Soviet, Samizdat Russian Literature (Russ 330, 331); Vladimir Nabokov (Russ 332); Pushkin (Russ 419); Modern Russian Poetry (Russ 422); Dostoevsky, Tolstoy, Gogol, Turgenev, Chekhov (Russ 424, 425, 426, 427, 428); Old Russian Literature (Russ 521); 18th-Century Russian Literature (Russ 523).

CULTURE: Special Studies, e.g., Soviet Civilization, Soviet Life and Culture (Hum 199); Topics in Russian Culture, e.g., Émigré Russian Culture, Medieval Russian Culture, Russian Literature and Music (Russ 240-242); Russian Folklore (Russ 420).

Sociology

736 Prince Lucien Campbell Hall

Telephone 686-5002

Benton Johnson, Department Head

Faculty

Joan R. Acker, Ph.D., Associate Professor (women, stratification, social welfare, organizations, occupations); Director, Center for the Study of Women in Society. B.A., 1964, Hunter; M.A., 1948, Chicago; Ph.D., 1967, Oregon.

Joel V. Berreman, Ph.D., Professor Emeritus (social psychology, race relations). B.A., 1927, Willamette; M.A., 1933, Oregon; Ph.D., 1940, Stanford.

Vallon L. Burris, Ph.D., Associate Professor (theory, political economy, sociology of education). B.A., 1969, Rice; Ph.D., 1976, Princeton.

Lawrence R. Carter, Ph.D., Associate Professor (demography, human ecology, urban, economic sociology). B.S., 1958, Howard; M.A., 1970, Ph.D., 1973, Oregon.

Steven Deutsch, Ph.D., Professor (economic, political, comparative, sociology of labor); Director, Center for the Study of Work, Economy, and Community. B.A., 1958, Oberlin; M.A., 1959, Ph.D., 1964, Michigan State.

Richard P. Gale, Ph.D., Associate Professor (environmental sociology, natural resources, developing areas). B.A., 1960, Reed; M.A., 1962, Washington State; Ph.D., 1968, Michigan State. On leave 1983-84.

Marion Sherman Goldman, Ph.D., Associate Professor (deviance, law, women). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago.

Paul Goldman, Ph.D., Assistant Professor (bureaucratic organizations, work and occupations, stratification, historical sociology, sociology of education). B.A., 1966, Stanford; M.A., 1970; Ph.D., 1974, Chicago.

Patricia A. Gwartney-Gibbs, Ph.D., Assistant Professor (demography, research and statistical methods, stratification). A.B., 1973, California, Berkeley; M.A., 1979, Ph.D., 1981, Michigan.

Richard J. Hill, Ph.D., Professor (methodology, social psychology, formal theory); Vice-President of Academic Affairs and Provost. A.B., 1950, M.A., 1951, Stanford; Ph.D., 1955, Washington.

Theodore B. Johannis, Jr., Ph.D., Professor Emeritus (sociology of time and leisure, socialization, marriage and the family). B.A., 1948, M.A., 1948, Washington State; Ph.D., 1955, Florida State.

Benton Johnson, Ph.D., Professor (sociology of religion, theory). B.A., 1947, North Carolina; M.A., 1953, Ph.D., 1954, Harvard.

Miriam M. Johnson, Ph.D., Associate Professor (sex roles, the family, socialization). B.A., 1948, North Carolina; M.A., 1953, Ph.D., 1955, Harvard.

Kenneth B. Liberman, Ph.D., Assistant Professor (qualitative methods, race and ethnic relations). B.A., 1970, State University of New York at Old Westburg; M.A., 1976, Ph.D., 1981, California, San Diego.

Waiter T. Martin, Ph.D., Professor Emeritus (population deviance, ecology, urban sociology). B.A., 1943, M.A., 1947, Ph.D., 1949, Washington.

David Milton, Ph.D., Associate Professor (political sociology, stratification, comparative social structures). B.A., 1963, San Francisco State; M.A., 1973, Ph.D., 1980, California, Berkeley.

Robert M. O'Brien, Ph.D., Associate Professor (quantitative methods, urban, deviance). B.S., 1967, Pomona; M.S., 1970, Ph.D., 1973, Wisconsin.

Kenneth Polk, Ph.D., Professor (delinquency and criminology, methodology, education). B.A., 1956, San Diego State; M.A., 1957, Northwestern; Ph.D., 1961, California, Los Angeles.

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, theory, political sociology). B.A., 1964, Rhode Island; Ph.D., 1971, Columbia.

Donald R. Van Houten, Ph.D., Professor (complex organizations, work). B.A., 1958, Oberlin; Ph.D., 1967, Pittsburgh.

John J. Whalen, M.A., Assistant Professor (social psychology, social change). B.A., 1973, Temple; M.A., 1980, California, Santa Barbara.

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.

Preparation. High school students planning to major in sociology should take courses in history and social studies. Substantial work in mathematics, English composition, and foreign languages is also desirable. Two-year transfer students are advised to come with a year's work in introductory-level sociology courses as well as courses that fulfill University group requirements.

Careers. Recent graduates with baccalaureate degrees in sociology are found in all the pursuits normally open to liberal arts graduates—especially beginning positions in social work, personnel work, recreation, and social studies teaching. Some graduates pursue further training in graduate professional schools of social work, business administration, and law. A 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.

Departmental Offerings

Undergraduate courses in sociology are given on three levels. 200-level courses provide an introduction to the field. The basic course is the one-term Introduction to Sociology (Soc 201). Students should take Soc 201 and at least two additional courses from the Soc 206, 210-217 group before moving on to upper-division courses.

300-level courses extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

400-level courses are the advanced and specialized courses in the department. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) 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 before taking 400-level courses.

Interest Areas

THE COMMUNITY, URBAN AFFAIRS, POPULATION, AND RESOURCES:

Communities, Population, and Resources (Soc 210), World Population and Social Structure (Soc 303), The Community (Soc 304), Social Demography (Soc 415), Sociology of the Environment (Soc 416), Urbanization and the

City (Soc 442), The Urban Community (Soc 443), Sociology of Migration (Soc 444), Sociology of Developing Areas (Soc 450).

CRIMINOLOGY AND DELINQUENCY: Social Deviancy and Social Control (Soc 211), Theories of Deviance (Soc 439), Criminology and Delinquency (Soc 440, 441).

METHODOLOGY:

Quantitative Methods in Sociology (Soc 326), Introduction to Social Research (Soc 327), Sociological Research Methods (Soc 411, 412, 413).

ORGANIZATIONS AND OCCUPATIONS:

Organizations and Occupations (Soc 213), Sociology of Work (Soc 446), Industrial Sociology (Soc 447), Sociology of Occupations (Soc 448), Women and Work (Soc 449), Social Stratification (Soc 451, 452), Bureaucracy, Power, and Society (Soc 470), Changing Organizations (Soc 472).

SOCIAL INSTITUTIONS:

Education and Society (Soc 214), The Family (Soc 423), Sociology of Religion (Soc 461), Sociology of the Family (Soc 462), Political Sociology (Soc 465), Sociology of Knowledge (Soc 466), Sociology of Leisure (Soc 490), Sociology of Education (Soc 491).

SOCIAL ISSUES AND MOVEMENTS:

Race, Class, and Ethnic Groups in America (Soc 212), Social Issues and Social Movements (Soc 215), Introduction to the Sociology of Women (Soc 216), American Society (Soc 301), Sociology of Race Relations (Soc 445), Social Stratification (Soc 451), Comparative Class Systems (Soc 452), Sociology of Women (Soc 455), Systems of War and Peace (Soc 464), Sociology of Social Welfare (Soc 467).

SOCIAL PSYCHOLOGY:

Introduction to Social Psychology (Soc 206), Socialization and Society (Soc 314), Social Psychology (Soc 428), Social Self and Identity (Soc 429), Social Psychology of the Family (Soc 438), Sex and Identity: Theoretical Perspectives (Soc 456).

SOCIAL THEORY:

Social Change (Soc 349), Development of Sociology (Soc 370), Contemporary Sociological Perspectives (Soc 371, 372), Marxist Sociological Theory (Soc 375).

Major Requirements

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 in undergraduate sociology courses. Of the 42 credit hours, at least 30 must be upper division, excluding SEARCH (Soc 400) courses and Supervised Tutoring Practicum (Soc 409). No more than 9 of those 30 credit hours may be in Research (Soc 401), Reading and Conference (Soc 405), or Supervised Field Study (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 credit hours must be taken at the University. None of these 12 may be in Soc 401, 403, 405, 406, or 409.

All sociology majors are required to take Introduction to Social Research (Soc 327) and Development of Sociology (Soc 370). An additional requirement for all students who

declare their majors in sociology after September 1, 1983, is Quantitative Methods in Sociology (Soc 326).

At least 24 of the 42 required credit hours must be taken for grades and passed with grades of C or better. No more than 6 credit hours of D will be counted toward the 42-credit-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 their advisers concerning the selection of specific courses. Students with specific career plans may also consult the Career Planning and Placement Service, 246 Susan Campbell Hall, for advice on appropriate course programs.

General Sociology Majors. Students who want a broad liberal arts education should begin with Soc 201 and a number of other 200-level courses in their freshman and sophomore years. These lower-division courses provide an introduction to the discipline, with emphasis on how sociology can be applied to contemporary social issues.

In their junior and senior years, general sociology majors may choose from courses which provide more depth in the study of social institutions. Courses on social stratification, social psychology, and social change help to tie these diverse areas together by providing perspectives 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 dealing with social issues and problems.

Students may also supplement their programs with courses in the Departments of Psychology, Political Science, and Human Services, and in the College of Education. Many of these occupations require graduate or field training. Students can get more detailed information from the Career Planning and Placement Service.

Business or Government Service. Many sociology majors find employment with business or governmental organizations. These organizations typically require general human-relations skills, some awareness of organizations and the surrounding social environment,

and an ability to analyze and understand basic social data. Students interested in possible employment with such organizations should include in their programs courses in methodology, social psychology, and organizations and occupations.

They may also supplement their programs with courses in the College of Business Administration and in the Department of Economics. Students with career goals in governmental service should include course work dealing with the community, urban affairs, population, and resources; social psychology; organizations and occupations; and methodology. They might also want to include related courses in the Department of Planning, Public Policy, and Management, and in the Departments of Political Science and in Economics.

Proposed Minor

Beginning in September 1983 the Department of Sociology plans to offer a formal minor. The minor in sociology will provide a useful background for students majoring in other social sciences or in business; planning, public policy, and management; journalism; and the human services. An adviser will be assigned to each student at the time the minor is declared.

To receive a minor in sociology a student must complete 24 credit hours in undergraduate sociology courses. Of these 24 credit hours, 15 must be upper division, excluding SEARCH (Soc 400) courses and Supervised Tutoring Practicum (Soc 409). No more than 3 of these 15 credit hours may be in Research (Soc 401), Reading and Conference (Soc 405), or Supervised Field Study (Soc 406). Seminars (Soc 407) may be counted toward the upper-division credit-hour requirement for the minor. At least 9 of the required 15 upper-division credit hours must be taken at the University. None of these 9 may be Soc 401, 403, 405, 406, or 409.

Sociology minors are required to take Introduction to Social Research (Soc 327) and Development of Sociology (Soc 370), although Soc 327 may be waived, depending on the student's course work in other areas.

At least 12 of the required 24 credit hours must be taken for grades and passed with grades of C or better. No more than 3 credit hours of D will be counted toward the 24-credit-hour requirement.

Secondary School Teaching

The Department of Sociology offers work for preparation to teach social studies in Oregon public secondary schools. Certification as an Oregon secondary teacher requires satisfactory completion of a program of teacher preparation 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 sociology department offers work toward basic and standard certification. For specific information regarding departmental requirements for the social studies endorsement, students should consult the department adviser for teacher education and inquire at the secondary education office in the College of Education.

Honors Program

The honors program in sociology provides qualified students a challenging academic experience, opportunities for independent work, and close contact with faculty. The program's baccalaureate degree with honors centers around an independent research project developed by the student and carried out under the supervision of a departmental committee.

Students may apply to the honors program at any time during or after the third 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 advanced training in sociology, it may also be of interest to qualified students who eventually plan to enter other professional fields.

Further information concerning the honors program, including how to apply, is available in the department office.

Preparing for Graduate Study

Students planning to pursue graduate work in sociology should have a strong background in sociological theory and social research methods well beyond the required courses. Besides taking advanced courses in areas of special interest to them, students planning graduate work should take a substantial number of upper-division courses in the other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, what experiences will increase the chances of admission, and what will be required of students in a graduate program in sociology.

Graduate Studies

The graduate program of the Department of Sociology is intended primarily to lead to the Doctor of Philosophy (Ph.D.) degree.

Students seeking an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to those with undergraduate majors in sociology, although the chance of admission is considerably reduced for students without any undergraduate work in sociology.

Students admitted to the graduate program with a baccalaureate degree are required to complete 54 credit hours of graduate-level work—all graded except work in Research (Soc 501), Reading and Conference (Soc 505), or Supervised Field Study (Soc 506). Students should be able to complete the 54-credit-hour requirement in their first six terms of enrollment. Those maintaining a GPA of 3.00 or better are awarded either a Master of Arts (M.A.) or a Master of Science (M.S.) degree upon completion of this requirement.

Prior to being admitted to the doctoral program, students must pass the departmental qualifying examination in theory and methods. After passing this examination, the student defines at least two fields of specialization and prepares for comprehensive examinations in these areas. Upon passing the comprehensive examinations, the student is advanced to Ph.D. candidacy and begins work on the doctoral dissertation, which must embody the results of research and show evidence of originality and ability in independent investigation. Early in their graduate work, students should begin defining the general topic to be covered in the dissertation research.

Many students receive some type of financial assistance. In addition, some graduate students hold part-time teaching or research appointments outside the department.

A booklet, *Information for Graduate Students*, may be obtained from the department. It describes the entire graduate program, specifies the materials needed to apply for admission, and includes a list of current faculty members and their research interests. Students applying for graduate admission should submit all necessary materials by March 1.

Courses Offered

Note: Since not every course listed below can be offered every year, students are advised to consult the most recent *Time Schedule of Classes* or inquire at the Department of Sociology.

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. 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 to 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. 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 each term. A selection of topics applying the concepts and skills developed in Soc 201 and 210-216 to current major sociological issues and problems. 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.

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 instructor's consent.

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. 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 instructor's consent.

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 instructor's consent. Only 371 offered 1983-84.

Soc 375. Marxist Sociological Theory. 3 credit hours. Systematic overview of basic Marxist concepts, fundamental theory, and social analysis from the works of Marx and Engels. 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. Designed as an introduction to Marxist social theory, the course assumes no prior knowledge of either Marxism or sociology beyond Soc 201. Prerequisite: Soc 201. Burris, Szymanski.

Soc 400. SEARCH. 1-3 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 409. Supervised Tutoring Practicum. Credit hours to be arranged. P/N only.

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 faculty interests. Recent topics have included comparative political systems, measurement, modern China, political economy, social impact assessment, sociology of labor, and worklife and OSHA.

Soc 411, 412, 413. Sociological Research Methods. (G) 3 credit hours each term. Intermediate-level coverage of methods and statistics used in sociological research. 411: study design, the use of theory and models, and modes of data collection such as experiments, surveys, field observations, and documents. 412: elementary statistical concepts and applications, such as hypothesis testing, confidence intervals, nonparametric statistics, and chi-square. 413: aspects of the general linear model such as analysis of variance, analysis of covariance, and dummy variable multiple regression. Prerequisites: Soc 326, 327 or equivalents; must be taken in sequence. O'Brien, Stockard.

Soc 415. Social Demography. (G) 3 credit hours. Methodological problems and techniques in demographic and ecological analysis. Prerequisite: Soc 303 or equivalent.

Soc 416. Sociology of the Environment. (G) 3 credit hours. 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, e.g., 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 instructor's consent. Gale.

Soc 423. The Family. (g) 3 credit hours. The family in historical perspective. Introduction to the study of the family as a social institution and small-group association. Prerequisite: 9 credit hours in sociology. M. Johnson.

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 instructor's consent. Whalen. Not offered 1983-84.

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 those by Goffman, Strauss, and McCall and Simmons. Prerequisites: introductory social psychology and upper-division status. Not offered 1983-84.

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. M. Johnson.

Soc 439. Theories of Deviance. (G) 3 credit hours. Major sociological theories about the structural causes and effects of deviance and empirical studies testing those theories. Prerequisite: Soc 211. Not offered 1983-84.

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. Polk.

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. Carter.

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. Prior enrollment in Soc 442 is strongly recommended. Not offered 1983-84.

Soc 444. Sociology of Migration. (G) 3 credit hours. Study of the dynamics of migration as related to the dynamics of social change. Prerequisite: 9 credit hours in sociology.

Soc 445. Sociology of Race Relations. (G) 3 credit hours. Analysis of racial oppression as a structural and ideological feature in American life. Prerequisite: introductory course in sociology, anthropology, or psychology. Liberman.

Soc 446. Sociology of Work. (G) 3 credit hours. Examination of work life and change in the work experience; particular emphasis on understanding the effect of work on other aspects of life and experience such as technology, economy, social control, and culture. Prerequisite: 9 credit hours in sociology.

Soc 447. Industrial Sociology. (G) 3 credit hours. 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 technological, sexual, and racial divisions in the occupational structure, and related shifts. Prerequisite: 9 credit hours in sociology. Deutsch, P. Goldman.

Soc 448. Sociology of Occupations. (G) 3 credit hours. Nature, functions, and significance of occupational groupings in modern society; relationships of occupation to other aspects of life; the significance of work for the various forms of social organization; impact of change on individual occupations and occupational categories. Prerequisite: 9 credit hours in sociology.

Soc 449. Women and Work. (G) 3 credit hours. Historical development and present status of women's participation in the labor market, sex segregation of occupation, bureaucratic structure and sex stratification, housework as occupation, the relationship between paid and unpaid labor. Major theoretical perspectives explaining sex inequality in the labor force. Social-psychological factors in the work experience of women. Prerequisite: Soc 216. Acker.

Soc 450. Sociology of Developing Areas. (G) 3 credit hours. Analysis of social and economic structures and processes promoting and inhibiting change in underdeveloped areas. Special attention to such topics as urbanization, industrialization, cultural change, and world poverty and dependence. Prerequisite: 9 credit hours in sociology. Milton, Szymanski.

Soc 451. Social Stratification. (G) 3 credit hours. Analysis of class in contemporary society, with emphasis on the interrelations among class, race, and sex and the bearing of class on life expectancy, patterns of sexuality, crime, religion, and so on. The historical origins and development of class and class systems (including slavery). Prerequisite: 9 credit hours in sociology. Szymanski. Not offered 1983-84.

Soc 452. Comparative Class Systems. (G) 3 credit hours. Major theories of the causes of social inequality and the possibilities of reducing or eliminating it. Various attempts to eliminate inequality on a small scale, e.g., the Utopian socialist experiments and such

religious communes as Oneida and the Shakers. Recent revolutionary movements which have attempted to eliminate inequality on a large scale, e.g., the Russian, Chinese, and Cuban revolutions. Prerequisite: 9 credit hours in sociology. Szymanski.

Soc 455. Sociology of Women. (G) 3 credit hours. A sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Intensive examination of relationships between ideologies concerning women, changes in socioeconomic organization, socialization and sexuality. Prerequisite: Soc 216.

Soc 456. Sex and Identity: Theoretical Perspectives. (G) 3 credit hours. Theories relating to the origin and perpetuation of sex differences and sex inequality. Synthesizing findings from biology, psychology, sociology, and anthropology from a feminist perspective. Relationship of family structure to sex-role development. Prerequisites: social science background and one course in women's studies. M. Johnson.

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 instructor's consent. B. Johnson.

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. M. Johnson.

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. Milton.

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; intellectual and ideologies; political trends and change; political participation and membership. Prerequisite: 9 credit hours in sociology. Burris, Szymanski.

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 1983-84.

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 socioeconomic system, the development of the welfare state in industrial capitalist society, and the problems of clients and professionals. Prerequisite: 9 credit hours in sociology. Acker.

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 instructor's consent. Van Houten.

Soc 472. Changing Organizations. (G) 3 credit hours. Examination and evaluation of theoretical and empirical work on organizational change with particular attention to strategies of elite and nonelite change agents. Prerequisite: 9 credit hours in sociology or instructor's consent. Van Houten.

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. Johannis.

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. Polk, Stockard. Not offered 1983-84.

Graduate Courses

Soc 501. Research. Credit hours to be arranged. P/N only.

Soc 502. Supervised College Teaching. Credit hours to be arranged. P/N only.

Soc 503. Thesis. Credit hours to be arranged. P/N only.

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 faculty interests.

Soc 508. Workshop. Credit hours to be arranged. Topics to be announced. Offered summer session only.

Soc 509. Supervised Tutoring Practicum. 1-3 credit hours any term. P/N only.

Soc 510, 511. Logic and Scope of Sociological Inquiry. 3 credit hours. Fundamental philosophical and methodological issues which underlie sociological theory and research. Not offered 1983-84.

Soc 520. Durkheim, Weber, and the Modern Functionalists. 3 credit hours. 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. B. Johnson.

Soc 530. Marxist Theory. 3 credit hours. Reviews 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. Burris, Szymanski.

Soc 540. Issues in Sociological Theory. 3 credit hours. Survey of major sociological theories, perspectives, and issues that are not covered in detail in Soc 520 or 530. Topics include the sociology of knowledge, phenomenological sociology, and contemporary critical theory.

Soc 550. Issues in Social Psychological Theory. 3 credit hours. Survey of the major theoretical issues and formulation of research problems in social psychology. Prerequisite: instructor's consent. Whalen.

Soc 560. Experimental Methods and Design. 3 credit hours. Examination of the logic and design of experimentation in nonlaboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments. The evaluation of social programs. Prerequisites: graduate standing and Soc 412 or the equivalent, or instructor's consent. Polk.

Soc 565. Survey Methods and Design. 3 credit hours. 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 and Soc 412 or the equivalent, or instructor's consent. Gwartney-Gibbs. Not offered 1983-84.

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. Liberman, Whalen.

Soc 575. Demographic Methods. 3 credit hours. Use of demographic techniques as tools; censuses as data sources for a variety of disciplinary and quantitative approaches to research in social phenomena. Purposes are (a) to understand the nature and 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 employed in sociological research, the problems

encountered in aggregating and disaggregating data in macrosociological research; and (b) to employ demographic methods and censuses in conducting research. Carter. Not offered 1983-84.

Soc 580. Historical and Comparative Methods in Sociology. 3 credit hours. Examination of historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources. M. Goldman.



Speech

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Ronald E. Sherriffs, Department Head

Faculty

Robert Barton, Ph.D., Associate Professor (theater arts). B.A., 1967, Western Michigan; M.A., 1968, Ph.D., 1977, Bowling Green State.

Alexandra Bonds, M.A., Assistant Professor (theater arts, costumer). B.S., 1972, Syracuse; M.A., 1974, Denver.

Carl R. Bybee, Ph.D., Assistant Professor (communication theory, research methods); Director, Communication Research Center. B.A., 1973, M.A., 1976, Ph.D., 1978, Wisconsin, Madison.

William Cadbury, Ph.D., Professor (film theory and criticism). B.A., 1956, Harvard; M.S., 1957, Ph.D., 1961, Wisconsin, Madison.

Carl W. Carmichael, Ph.D., Associate Professor (communication theory); Associate Director, Communication Research Center. B.A., 1961, Westminster; M.A., 1962, Louisiana State; Ph.D., 1965, Iowa.

Robert D. Clark, Ph.D., Professor Emeritus (rhetoric and communication); University President Emeritus. A.B., 1931, California, Pasadena; M.A., 1935, Ph.D., 1946, Southern California; LL.D., 1968, California, Santa Clara.

Peter A. Davis, Ph.D., Assistant Professor (theater arts). A.B., 1977, A.M., 1978, Ph.D., 1980, Southern California.

Faber B. DeChaine, Ph.D., Professor (theater arts). B.S., 1952, Oregon; M.A., 1953, Michigan State; Ph.D., 1963, Minnesota.

David A. Frank, Ph.D., Assistant Professor (rhetoric and communication); Director of Forensics. B.A., 1978, M.A., 1979, Western Washington; Ph.D., 1982, Oregon.

Robert P. Friedman, Ph.D., Professor (history and criticism of public address, ethics and freedom of speech). B.A., 1948, North Carolina; M.A., 1950, Ph.D., 1954, Missouri.

Peter A. Glaser, Ph.D., Adjunct Assistant Professor (speech education fundamentals). B.S., 1967, Kansas State Teachers; M.A., 1971, Ph.D., 1975, Pennsylvania State.

Susan R. Glaser, Ph.D., Associate Professor (speech education, interpersonal communication). B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State. On leave winter, spring 1984.

Janet R. Kenney, M.A., Adjunct Instructor (audio production, broadcast management, public broadcasting). B.S., 1972, Temple; M.A., 1974, North Carolina.

Elwood A. Kretsinger, Ph.D., Professor (research instrumentation). B.S., 1939, Southeastern Oklahoma State; M.A., 1941, Oklahoma; Ph.D., 1951, Southern California.

Dominic A. LaRusso, Ph.D., Professor (rhetorical theory, nonverbal communication). B.A., 1950, M.A., 1952, Washington; Ph.D., 1956, Northwestern.

Charley A. Leistner, Ph.D., Professor (history and criticism of public address, protest rhetoric, small group communication); Director, Rhetoric and Communication. B.A., 1949, Georgetown; M.A., 1950, Baylor; Ph.D., 1958, Missouri.

Grant F. McKernie, Ph.D., Associate Professor (theater arts); Director, Theater Arts. B.A., 1964, Northwestern; M.A., 1965, Ph.D., 1972, Ohio State.

Jerry S. Reinhardt, M.F.A., Instructor (theater arts); Technical Director. B.A., 1979, Nevada, Las Vegas; M.F.A., 1982, California, Davis.

Deanna M. Robinson, Ph.D., Associate Professor (telecommunication and film, regulation, audiences). B.A., 1964, M.A., 1972, Ph.D., 1974, Oregon.

Horace W. Robinson, M.A., Professor Emeritus (theater). B.A., 1931, Oklahoma City; M.A., 1932, Iowa.

Ellen Seiter, Ph.D., Assistant Professor (telecommunication and film, criticism, production). B.A., 1976, California, Los Angeles; M.F.A., 1978, Ph.D., 1981, Northwestern.

John R. Shepherd, Ph.D., Professor (process of visual communication); Director, Telecommunication and Film. B.A., 1946, M.A., 1947, Stanford; Ph.D., 1952, Southern California.

Ronald E. Sherriffs, Ph.D., Professor (telecommunication and film, production, criticism). B.A., 1955, M.A., 1957, San Jose State; Ph.D., 1964, Southern California.

D. Glenn Starlin, Ph.D., Professor Emeritus (criticism, international broadcasting). B.A., 1938, Idaho; M.A., 1939, Ph.D., 1951, Iowa.

Jerry R. Williams, M.A., Associate Professor (theater arts); Scenic Designer, University Theatre. B.F.A., 1964, Carnegie-Mellon; M.A., 1965, Washington.

William B. Willingham, M.A., Associate Professor; Media Operations Manager. A.B., 1957, M.A., 1963, Indiana.

The Department of Speech offers major curricula leading to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Arts (M.A.), Master of Fine Arts (M.F.A., in theater only), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) 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.

Undergraduate Studies

For its undergraduate major programs, the Department of Speech has three principal objectives:

- (1) The attainment, by all of its majors, of a broad liberal arts education.
- (2) Sufficient work in the several fields of speech instruction to provide an appreciation of the different areas of communication, including a minimum of 40 credit hours in speech courses, at least 24 of which must be upper division.
- (3) Concentration in at least one of these fields: rhetoric and communication, telecommunication and film, and theater arts. Undergraduate programs should be developed in consultation with an adviser in the field of emphasis.

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 within and outside the field of speech.

All courses in rhetoric and communication are available on a Pass/No pass (P/N) basis. However, students majoring in the program must take all courses required for their major except Practicum (RhCm 409) on a graded basis, earning grades of C- or better.

Requirements. In addition to general University requirements for the baccalaureate degree, the following minimum requirements must be met by students with a major emphasis in rhetoric and communication:

(1) 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).

(2) All of the following: Theory and Literature of Rhetoric (RhCm 301, 302, 303).

(3) Three of the following: The Logic of Argument (RhCm 321), Persuasion (RhCm 322), Group Communication (RhCm 323), Theory and Literature of Interpersonal Communication (RhCm 324).

(4) Any two of the following, except that only two credit hours may be in 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).

(5) Three of the following: Seminar: Rhetoric Communication (RhCm 407), Seminar: Organizational Communication (RhCm 407), Quantitative Methods in Speech (RhCm 430), Speech Communication Theory (RhCm 431), Speech Communication and the Group Process (RhCm 432), Theory of Mass Communication (TcF 433), Nonverbal Communication (RhCm 434), Interpersonal Communication (RhCm 436).

(6) 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).

(7) Any two of the following: Ethics of Persuasion (RhCm 424), Freedom of Speech (RhCm 425), Background of Black Protest Rhetoric (RhCm 426), Contemporary Protest Rhetoric (RhCm 427).

Additional Requirements. (1) A minimum of 8 additional credit hours in courses approved by the student's adviser in telecommunication and film, theater arts, or speech pathology-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 their advisers about their selections. For secondary school certification, see secondary school teaching of speech or drama, page 148.

Telecommunication and Film

Students majoring in telecommunication and film study the production, history, criticism, aesthetics, regulation, control, influence, and theory of radio, video, and film. Production courses develop the student's imagination and creativity while encouraging mastery of the technical and expressive potentials of radio, video, and film production. Courses in criticism, history, and theory emphasize structure, theme, and style, and develop the student's capacity for and understanding of aesthetic experience, especially through careful description, interpre-

tation, and evaluation of major works. Courses in media control and organization concentrate on legal, economic, and philosophical constraints imposed upon audio-visual mass media. Courses in uses and influences of mass media explore their functions in contemporary society.

By choice of electives students may create individual programs that emphasize particular fields of study within the area, e.g., film, radio, or television; production or analysis, aesthetics, institutional, or cultural emphasis; or any combination 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 should also 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, including Introduction to the electronic Mass Media (TcF 241) and Introduction to Media Aesthetics (TcF 341), and attained an overall grade point average (GPA) of 2.50. Students who do not meet these criteria can be admitted as premajors.

Students are formally admitted into the major upon successful application to the telecommunication and film area. Application forms, available from the Department of Speech, 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 49 credit hours in telecommunication and film. All courses required for the telecommunication and film degree must be taken for grades, if the graded option is available, and passed with grades of C- or better. In those courses offered only on a Pass/No pass (P/N) basis, yet required for the major, grades of P must be earned.

In addition to all University requirements for the baccalaureate degree, the following must be completed for the major in telecommunication and film:

(1) Courses Outside Telecommunication and Film: Fundamentals of Speech Communication (RhCm 121); Introduction to Theater Arts (TA 271); one appreciation course in music, art, dance, or literature taken outside the Department of Speech; one performance-oriented course in music, art, dance, theater, or creative writing.

(2) Premajor Courses in Telecommunication and Film: Introduction to the Electronic Mass Media (TcF 241); Introduction to Media Aesthetics (TcF 341).

(3) Required Courses in Telecommunication and Film: History of Motion Pictures (TcF 255, 256, 257); Elementary Radio-Television Writing (TcF 347); Experimental Course: Elementary Production Workshop (TcF 410), 4 credit hours; Theory of Mass Communication (TcF 433); Radio-Television and the Public (TcF 448); Government Regulation of Broadcasting in the United States (TcF 449); plus one of the following: Advanced Radio Workshop (TcF 343), Advanced Television Workshop (TcF 345), Experimental Course: Field Production (TcF 410), Experimental Course: Super 8 Production (TcF 410), or Motion Picture Editing (TcF 455).

(4) Each major must complete at least 15 credit hours in elective telecommunication and film courses. Of these 15 credit hours, no more than 6 may be in Field Studies (TcF 406), or Practicum (TcF 409).

(5) In consultation with their advisers, students must develop a secondary field of concentration (at least 18 upper-division credit hours), outside the telecommunication and film major to supplement their specific interest in telecommunication and film. Potentially useful secondary areas include mass communication theory and research; audio and visual aesthetics, criticism, and production; public affairs and documentary; sales and marketing; and journalism.

Theater Arts

The theater arts program offers a humanistic and liberal arts education. Some courses, preprofessional in nature, provide vocational competence in teaching and in some aspects of commercial theater. Some students seek careers in commercial, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers. Many continue specialized training in Master of Fine Arts (M.F.A.) degree programs or nondegree professional training schools. Some students use their liberal arts background to pursue vocational opportunities requiring good skills in communication and organization. A few students combine their programs with ones in education to become certified teachers.

Faculty. Seven full-time faculty teach theater: 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 400 people. The Pocket Playhouse is a small proscenium stage that seats about 80. The Arena Theatre provides a flexible open space with a capacity of about 100 people.

Technical Facilities. The scene shop, costume, and lighting facilities are open daily. Students are encouraged to sign up for production workshop classes or to practice their craft as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops, which are well equipped for instruction in theater skills. For example, the main stage has a computerized lighting board, and the scene shop contains vacuform and welding equipment.

Theatre 4:30. Theatre 4:30 is a weekly gathering of students and faculty. Students may sign up for time to produce a low-cost show. This weekly event is organized and run by an elected student board with a small budget at its disposal. Workshops and speakers are also scheduled in response to student requests.

Theater Productions. During the year, several Main Stage productions are directed by faculty 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 the summer stock workshop (TA 408) for 15 credit hours. Graduate student company members must enroll either in the workshop for 12 credit hours or in a combination of theater courses totaling 12 credit hours.

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:

- (1) A minimum of 50 credit hours in speech courses, 30 of which must be upper-division.
- (2) A minimum of 9 credit hours in speech courses outside the theater area (specifically, in rhetoric and communication, and in telecommunication and film). It is recommended that the 9 credit hours not be concentrated in any one of the outside areas.
- (3) Three terms of production crew assignment, one or more credits each.
- (4) All of the following: Basic Stagecraft (TA 264), Lighting Workshop (TA 266), Costume Workshop (TA 268), Acting II (TA 251), Introduction to Theater Arts I, II (TA 271, 272), Play Direction (TA 364), History of the Theater I, II, III (TA 367, 368, 369), one advanced upper-division course in history or theory, 7 credit hours selected from advanced upper-division courses in acting, directing, costume, set design, lighting, or pedagogy.

(5) A minimum of 12 credit hours outside the speech department in related upper-division courses.

(6) Satisfactory completion (grades of C or P) of course work for the major.

Grading Options. All courses in theater are available on a Pass/No pass (P/N) basis. Work counts toward fulfillment of the 186-hour requirement for graduation only if satisfactorily completed.

Proposed Minors

Beginning in September 1983, the Department of Speech plans to offer formal minors in rhetoric and communication and in theater arts. No minor program in telecommunication and film is yet available.

To complete a minor in rhetoric and communication, students must take 24 credit hours in RhCm courses, including Fundamentals of Speech Communication (RhCm 121). Of these 24 credit hours, at least 18 must be in upper-division work taken at the University on a graded basis, with grades of C- or better. Model programs for preprofessional minors and for a variety of related minor programs are available in the speech department office. Students should seek out an adviser before completing 9 credit hours of course work in the area.

To complete a minor in theater arts, students must take 24 credit hours in university-level theater arts courses. Of these 24 credit hours, at least 15 must be taken at the University of Oregon and 15 must be upper division. One course in each of the following areas must be included: performance, theater history, literature/criticism, and technical theater. Lower-division courses must be passed with grades of at least C- or P, upper-division courses with grades of C- or better. Interested students can obtain further information from Grant McKernie, director of theater arts.

Secondary School Teaching

The Department of Speech offers work for preparation to teach speech and theater in public secondary schools. Certification as an Oregon secondary teacher with speech and drama endorsements requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialties and in professional education, plus recommendation of the institution in which the preparation is completed. The speech department offers work toward basic and standard certification.

For additional information regarding requirements for the endorsements, students should consult the departmental endorsement adviser for teacher education and inquire at the secondary education office in the College of Education.

Honors Program in Speech

The honors program is designed to serve a select number of students majoring in various areas of the department, who have demonstrated unusual ability and uncommon commitment. The program is administered by a special honors committee. Interested students should consult their academic advisers for further information.

Graduate Programs in Rhetoric and Communication

The University offers M.A., M.S., and Ph.D. 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 speech, they must also elect a major interest in rhetorical theory, history and criticism of public address, forensics, communication theory, or organizational communication.

Graduate students must consult a member of the faculty before completion of first-term registration. Before conclusion of the first term, each graduate student is expected to obtain 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 change advisers.

All courses in a graduate student's degree program must be taken for grades unless the course is available only on a P/N basis or unless the P/N option is approved by the graduate student's advisory committee.

All graduate students should be aware of the general University regulations governing graduate study in the Graduate School section of this catalog.

Master's Degree

With but one exception—the foreign 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) scoring 450 or above on the Graduate Student Foreign Language Test (GSFLT) in one of the languages for which it is available (German, French, or Spanish); (2) successful completion of local tests administered in languages not covered by the GSFLT but acceptable to the student's advisory committee; or (3) transcript evidence of 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 degree 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 of which may be in Thesis, TA 503) are required for the master's degree with the thesis option, including 9 credit hours from outside the Department of Speech. A minimum 51 credit hours are required for the nonthesis option, and candidates must include on their programs a minimum of 12 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 chair. At least two members must be from the rhetoric and communication area and, usually, one must be from another department or another area in the Department of Speech. For students taking the thesis option, the examination is oral and not less than two hours in length. Students who do not present a thesis 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 to provide 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 degree candidates must take.

The doctorate usually represents the equivalent of three academic years of full-time study beyond the baccalaureate degree. Doctoral students serving as graduate teaching fellows (GTF's) (thus carrying lighter academic loads) or taking work outside their official program of study take longer to complete their academic programs.

Preferably during the student's first term on campus or before completion of 15 credit hours of work, the Ph.D. student must take a qualifying examination, which, when passed, permits continuation of work on the degree. The written and oral examination, administered by a committee selected by the area faculty, is designed to measure previous accomplishment and diagnose future needs. If previous accomplishment is judged adequate, the student passes the examination. The permanent adviser and the advisory committee use the examination results to plan the student's program.

Program Planning. The student's advisory committee, appointed by the department head on the recommendation of the student's permanent adviser, is responsible for approving the total study program. Program planning should occur toward the end of the student's first year in residence, and in no instance later than the second year. The committee receives the proposed study program prepared by the student and the permanent adviser, makes whatever changes it deems necessary, and approves the resulting program.

Ph.D. Program Requirements

The approved doctoral program must include at least 9 graduate credit hours outside the speech department and apart from any graduate-level work used to satisfy requirements described below.

Two of the following three options must be chosen to fulfill the requirements:

(1) Language. Proficiency may be demonstrated by (a) scoring 450 or above on the Graduate Student Foreign Language Test (GSFLT) in German, French, or Spanish; (b) successful completion of local tests administered in other languages acceptable to the student's advisory committee; or (c) transcript evidence of three terms of C or better work at the second-year college level in any language acceptable to the advisory committee.

(2) Research Tool. Completion of a progressive course of study, usually 9 credit hours or 3 courses, leading to the development of a research tool relevant to the student's particular program. The work offered to satisfy this requirement must be approved by the student's advisory committee. For example, a student's program might require such tools as computer programming, historiography, or statistics.

(3) Related Discipline. Completion of a progressive course of study, usually 9 credit hours or 3 courses in a single related discipline. The work offered to satisfy this requirement must be approved by the advisory committee. The following options are typical of related disciplines chosen by doctoral students: (a) statistics; (b) computer programming; (c) linguistics; (d) mass communication; (e) a second language (certified by any procedure outlined above for satisfying the language requirement); (f) high proficiency in the language used to satisfy 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 including approved options in the language, research tool, and related-discipline requirements.

Prepared by the student's advisory committee, the written and oral examination covers all areas of concentration and such supporting areas as the committee chooses. Successful completion of the examination and other required work advances the student to doctoral candidacy. Students who fail to pass this examination by the second try (the comprehensive examination committee may require that all or part of it be retaken with or without additional courses) may not remain in the rhetoric and communication Ph.D. program.

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 outside the Department of Speech, administers the candidate's final examination. It must be taken not later than three calendar years after

advancement to candidacy and consists of an oral defense of the dissertation together with the obligation to respond to questions in 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 results in invalidation of the student's comprehensive examination.

Graduate Programs in Telecommunication and Film

Graduate academic programs are designed around a student's particular interests, ordinarily expressed in study and research leading to the writing of a master's research paper or thesis or a doctoral dissertation. Although studio skills are expected of all telecommunication and film students, graduate work most often focuses on functions and effects of the media as related to a significant aesthetic, social, political, economic, or regulatory problem. This theoretical emphasis is reflected in the interests of students selected for admission to graduate study in the area, some of whom have earned undergraduate degrees in other fields.

Degree Programs

Students may receive M.A., M.S., and Ph.D. degrees in telecommunication and film. A master's degree program usually 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 as described in the Graduate School section of this catalog.

In addition, applicants must provide transcripts of all college work, verbal, quantitative, and analytical scores on the Graduate Record Examination (GRE), at least three personal recommendations, and a brief statement of academic and career goals. Nonnative speakers of English must provide Test of English as a Foreign Language (TOEFL) scores. All applications and supporting materials must be received by March 1 for fall term admission.

A limited number of graduate teaching fellowships (GTF's) are available to the best-qualified applicants. GTF's involving instructional responsibilities are awarded on the basis of demonstrated scholarly potential. Those identified with studio production activities are awarded to applicants possessing the greatest technical expertise. Applications for such appointments are included among the materials supporting applications for admission.

Students applying for admission to the doctoral program must also provide evidence of completion of a master's degree at an accredited college or university.

General Requirements

(1) The following courses are required of all graduate students: Theory of Mass Communication (TcF 433), Concepts in Visual Production (TcF 444), Radio-Television and the Public (TcF 448), Government Regulation of Broadcasting in the United States (TcF 449), Seminar: Introduction to Graduate Study (TcF 507), Electronic Mass Media: Theory and Criticism (TcF 541), Film Directors and Genres (TcF 495).

(2) Either Seminar: History of Classic Theories of the Moving Image (TcF 407), or Seminar: Contemporary Theories of the Moving Image: Structuralism and Semiology (TcF 407).

(3) The remainder of the graduate program is designed by the candidate, his or her adviser, and the appropriate thesis or degree program committee.

Diagnostic Review. A diagnostic review is conducted with each graduate student during the first term in the program. The purposes of the review are to determine the student's knowledge about telecommunication and film, to probe strengths and weaknesses, to recommend additional courses if necessary, to waive particular requirements if warranted, and to begin to identify a general focus for the student's graduate program.

The final expression of course requirements is the responsibility of the student's adviser in consultation with the thesis committee or degree program committee. To maintain degree-candidate status within the area, students must make satisfactory progress (as defined by the Department of Speech) through the curricular requirements identified by their program committees.

Master's Degree

For the M.A. or M.S. degree the student may choose either the thesis or the nonthesis program.

Thesis Program. A minimum of 45 credit hours, of which not more than 9 may be in Thesis (TcF 507), are required. At least 15 credit hours must be in courses from outside the Department of Speech. All students preparing for doctoral study are advised to use the thesis option.

Nonthesis Program. A minimum of 51 credit hours, of which 15 must be in courses outside the Department of Speech, are required. Additional requirements are a comprehensive examination and a research paper of acceptable quality.

The nature of the course work is subject to the approval of the student's degree program committee (two members in telecommunication and film and one representing another area). The committee also prepares and administers the comprehensive examination and assesses the quality of the research paper.

Doctor of Philosophy

The University requires no minimum number of credit hours for the Ph.D. However, students in telecommunication and film normally complete approximately 135 credit hours including those earned as a master's degree candidate. A comprehensive examination is administered at or near the completion of all formal course work in the student's doctoral program.

Advancement to candidacy for a Ph.D. degree is granted upon successful completion of the comprehensive examination. Students who fail to pass this examination by the second try (the comprehensive examination committee may require that all or part of it be retaken with or without additional courses) may not remain in the telecommunication and film Ph.D. program.

In addition to the general Graduate School requirements, the doctoral program includes a research-tool requirement: at least 18 credit hours 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 Arts

The theater arts area of the speech department offers graduate work in acting, directing, playwriting, design, history, and theory leading to the M.A., M.S., M.F.A., and Ph.D. degrees. Students entering this program should have an undergraduate major in theater arts or the equivalent.

Graduate Degree Requirements

The M.A. and M.S. degrees each require 45 credit hours of graduate courses. Both degrees require a thesis with an oral examination. The M.A. also requires competence in one foreign language.

The M.F.A. normally is a two- or three-year program requiring a minimum of 54 credit hours, of which 9 are to be taken in a related area outside the Department of Speech. The degree is offered in directing, acting, set design, playwriting, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have enrolled for 36 credit hours. A list of specific course requirements is available from the department. Course work is usually substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit-hour requirement. However, most theater arts students take approximately 130 credit hours beyond the baccalaureate degree. One foreign language is required for the Ph.D. A second area of competence outside theater arts is also required; it may include a second language, computer skills, or substantive knowledge of another discipline. After candidates have completed most of their course work, they write a comprehensive examination and take an oral examination. A dissertation is required along with an oral defense. The dissertation must be completed within three years after the student is admitted to candidacy after the comprehensive examination. Students who fail to pass this examination by the second try (the comprehensive examination committee may require that all or part of it be retaken with or without additional courses) may not remain in the theater arts Ph.D. program.

General Requirements. The only course required of all graduate students is Research Methods (TA 511). But Ph.D. candidates are expected to complete 45 to 60 credit hours beyond the master's degree in history, theory, and literature of theater. Each student's study program is planned in consultation with an adviser and an examining committee.

All candidates for graduate degrees are required to take a written or oral examination during the first term of residence. This examination is partially diagnostic in nature, and it is

used to determine a study program for the student.

The graduate student is expected to show ability in both the academic and the production areas. Each student is expected to make a significant contribution in three areas out of the following six during residence at the University: acting, directing, technical, management, playwriting, or teaching.

For the M.A. and Ph.D. degrees, each student must have a reading knowledge of at least one foreign language approved by the student's advisory committee. Proof of proficiency in the language is to be established by the committee.

Courses Offered

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. 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. Focuses on the impact of communication on relationship patterns and outcomes. S. Glaser.

RhCm 199. Special Studies. 1-3 credit hours. Developing Communication Competence is a current topic.

RhCm 200. SEARCH. 1-3 credit hours.

RhCm 221. Public Discussion. 2 credit hours. Preparation of speeches for delivery before competitive and public audiences in conjunction with the University's forensic program. Prerequisite: instructor's consent. Frank.

RhCm 235. Great Speeches. 3 credit hours. Systematic study of selected speeches by British and American orators. Friedman, Leistner. Not offered 1983-84.

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. Satisfies Arts and Letters cluster and Plan I approved course requirements.

RhCm 321. The Logic of Argument. 3 credit hours. Study of principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Friedman. Satisfies Social Sciences Plan I group requirement.

RhCm 322. Persuasion. 3 credit hours. Study of motivation and audience adaptation, particularly as they apply to oral communication. Includes theory and practice. Carmichael. Satisfies Social Sciences Plan I group requirement.

RhCm 323. Group Communication. 3 credit hours. Study of small-group behavior as it specifically relates to communication. Includes theory and practice. Frank. Satisfies Social Sciences Plan I group requirement.

RhCm 324. Theory and Literature of Interpersonal Communication. 3 credit hours. Examines the function of communication in interpersonal relationships. Major areas include interpersonal competence, discourse analysis, nonverbal communication, conflict resolution, and alternative approaches to dyadic communication. Frank.

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 on the acquisition of advanced skills in public address. Prerequisite: instructor's consent.

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 status. Friedman, Leistner. Not offered 1983-84.

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. Not offered 1983-84.

RhCm 407. Seminar. (G) Credit hours to be arranged. Topics include Teaching Strategies for Speech and Theater, Reticent Communication, Intercultural Communication, Conflict and Negotiation, and Organizational Communication.

RhCm 408. Workshop. (G) Credit hours to be arranged. Marital Communication is a current topic.

RhCm 409. Practicum. (G) Credit hours to be arranged. Supervised laboratory work on a project, 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. Study of selected major rhetorical works and movements developed during the Grecian period. Special attention 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. Study of selected major rhetorical works and movements developed during the Roman and Carolingian periods. Prerequisites: RhCm 301, 302, 303 or instructor's consent. LaRusso. Not offered 1983-84.

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. Not offered 1983-84.

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. 422: Colonial period to 1912. 423: 1912 to the present. Concentration 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. 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. Background 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 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 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 literature on small groups that is relevant to speech communication. Major areas are group formation, group tasks, group effectiveness and efficiency, status problems, leadership, problem solving and conflict resolution, communication in discussion, social power and social control, organizational techniques and problems. Carmichael. Not offered 1983-84.

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. Examination of the theoretical basis, including time, space, form, and action, of nonverbal interpersonal communication. LaRusso.

RhCm 435. Public Address. (G) 3 credit hours. Theory of speechmaking and practice in preparing speeches adapted to the professional requirements of students. Prerequisite: instructor's consent. Friedman, Leistner.

RhCm 436. Interpersonal Communication. (G) 3 credit hours. Examines human interaction as it affects formation of relationships. Research is reviewed in the areas of attraction, self-disclosure stages of relationship development, rhetorical sensitivity, and conversational analysis. S. Glaser.

Rhetoric and Communication: Graduate Courses

RhCm 501. Research. Credit hours to be arranged. P/N only.

RhCm 502. Supervised College Teaching. Credit hours to be arranged.

RhCm 503. Thesis. Credit hours to be arranged. P/N only.

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. Topics include Problems of Teaching Speech, Persuasion, Theory of Argumentation, Contemporary Topics, Rhetoric of the Presidential Campaign, and Communication and Language.

RhCm 508. Workshop. Credit hours to be arranged. Communication in Business is a current topic.

RhCm 509. Practicum. Credit hours to be arranged. For description, see RhCm 409.

RhCm 510. Experimental Course. Credit hours to be arranged. Current topics include Interpersonal Communication Instruction and Reticence Instruction.

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, critical, descriptive, and experimental research; introduction to scholarly writing. Friedman.

RhCm 513. Rhetorical Theory: 1450-1600. 3 credit hours. Study of selected major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and Renaissance. LaRusso. Not offered 1983-84.

RhCm 514. Rhetorical Theory: 1700-1900. 3 credit hours. Study of selected rhetorical and nonrhetorical works to determine the reciprocal influence among rhetoric and the developing trends in psychology, aesthetics, and logic. LaRusso.

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. Not offered 1983-84.

RhCm 523. Problems in Research Writing. 3 credit hours. Study of problems in writing and rewriting results of scholarly investigations for publication. Friedman.

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 instructor's consent. Carmichael. Not offered 1983-84.

Telecommunication and Film: Undergraduate Courses

TcF 199. Special Studies. Credit hours to be arranged.

TcF 211. Basic Concepts in Visualization. 3 credit hours. Introduction to appreciation of media through viewing and discussion of major productions in radio, television, and film. Not offered 1983-84.

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. Bybee. Satisfies Social Sciences Plan I group requirement.

TcF 242. Social Impact of Television. 3 credit hours. Exploration of the interaction between television and viewers. Methods for the systematic criticism of entertainment and news. Prerequisite: TcF 241. Robinson.

TcF 255, 256, 257. History of Motion Picture. 3 credit hours each term. History of the motion picture as an art form. 255: 1895-1928; 256: 1928-1960; 257: contemporary cinema. Cadbury, Seiter. Satisfies Arts and Letters cluster and Plan I group requirements.

TcF 292, 293, 294. The Great Filmmakers. 3 credit hours each term. Introduction to film criticism through a study of the great directors. Cadbury, Seiter. Satisfies Arts and Letters Plan I group requirement. Not offered 1983-84.

TcF 341. Introduction to Media Aesthetics. 3 credit hours. Analysis of the aesthetic variables of television and motion pictures; examination of variables to help students understand the manipulation of the media. Shepherd.

TcF 342. Elementary Radio Workshop. 4 credit hours. Theory and practice of radio broadcasting. Prerequisites: TcF 241, 341. Not offered 1983-84.

TcF 343. Advanced Radio Workshop. 4 credit hours. Theory and practice of radio broadcasting. Prerequisite: Experimental Course: Elementary Production Workshop (TcF 410).

TcF 344. Elementary Television Workshop. 4 credit hours. Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prerequisites: TcF 241, 341. Not offered 1983-84.

TcF 345. Advanced Television Workshop. 4 credit hours. Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prerequisite: Experimental Course: Elementary Production Workshop (TcF 410).

TcF 347. Elementary Radio-Television Writing. 3 credit hours. Radio and television writing techniques; theory and practice in writing all major continuity types. Prerequisite: junior standing. Kretsinger.

TcF 348. Advanced Radio-Television Writing. 3 credit hours. Radio and television writing techniques; theory and practice in writing all major continuity types. Prerequisite: TcF 347 or equivalent. Kretsinger.

TcF 372. Staging and Lighting for Television. 2 credit hours. Theory and practice of identifying and controlling the visual factors in television production. Interdependence of elements explored through group exercises and individual projects. Prerequisite: TcF 345. Sherriffs. Not offered 1983-84.

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. Internship program for outstanding majors; open only to those with approved applications. P/N only. Shepherd.

Telecommunication and Film: Upper-Division Courses Carrying Graduate Credit

TcF 407. Seminar. (G) 3 credit hours to be arranged. Topics include Children and Television, Film Board of Canada, Public Broadcasting, The Communication Revolution, Audience Analysis, International Communication, Film and TV Documentary, History of Classic Theories of the Moving Image, Contemporary Theories of the Moving Image: Structuralism and Semiology, and Film History.

TcF 408. Workshop. (G) 3 credit hours to be arranged.

TcF 409. Practicum. (G) 3 credit hours to be arranged. Supervised work on a project, including development and execution of artistic or public service programs. Prerequisite: instructor's consent. P/N only.

TcF 410. Experimental Course. (G) 3 credit hours to be arranged. Elementary Production Workshop and Field Production are current topics.

TcF 431. Theory and Criticism of Television Drama. (G) 3 credit hours. Concepts of audience dynamics, media aesthetics, vicarious experience, and the consequence of economic dependence upon appeals to modal tastes analyzed and applied to selected examples. Sherriffs.

TcF 433. Theory of Mass Communication. (G) 3 credit hours. Emphasis on sociological as well as psychological approaches to the study of mass communication. Primary attention to the critical evaluation of contemporary theoretical trends. Bybee.

TcF 444. Concepts in Visual Production. (G) 3 credit hours. Analysis of various forms of visual representation to study the processes by which ideas are transformed into visual language. Shepherd. Prerequisite: instructor's consent.

TcF 445. Television Direction. (G) 3 credit hours. Theory and technique of television direction explored through group exercises and individual projects. Sherriffs. Prerequisites: TcF 345 and instructor's consent.

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. Analysis and discussion of freedom and professional ethics, 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. Analysis of American broadcasting laws, regulations, court decisions, and policymaking processes. Prerequisite: TcF 241 or instructor's consent. Robinson.

TcF 455. Motion Picture Editing. (G) 3 credit hours. Mechanics, techniques, and principles of editing 16mm film. Not offered 1983-84.

TcF 456. Motion Picture Planning. (G) 3 credit hours. Logistical problems of producing a film and methods of notating ideas. Prerequisite: TcF 455 or instructor's consent. Not offered 1983-84.

TcF 457. Motion Picture Production. (G) 3 credit hours. Workshop in motion picture production. Prerequisite: TcF 455, 456, or instructor's consent. Not offered 1983-84.

TcF 470. Instructional Programs for Television. (G) 4 credit hours. Studio exercises designed to explore effective instructional techniques based upon current theories of learning and the achievement of behavioral objectives. Not offered 1983-84.

TcF 495. Film Directors and Genres [Term Subject]. (G) 3 credit hours any term. Interpretation of films and analysis of film history and aesthetics through techniques developed in modern film criticism. Cadbury, Seiter.

Telecommunication and Film: Graduate Courses

TcF 501. Research. Credit hours to be arranged. P/N only.

TcF 503. Thesis. Credit hours to be arranged. P/N only.

TcF 505. Reading and Conference. Credit hours to be arranged.

TcF 507. Seminar. Credit hours to be arranged. Topics include Introduction to Graduate Studies, Techniques and Problems of Theory Construction, Film Criticism, and Experimental Design for Communication Research.

TcF 510. Experimental Course. Credit hours to be arranged.

TcF 541. Electronic Mass Media: Theory and Criticism. 3 credit hours. Selected approaches to particular theories and critiques of the electronic mass media; combined behavioral and cultural methods used to discuss and develop critical standards for media application. Bybee.

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 radio and television. Kretsinger. Not offered 1983-84.

Theater Arts: 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. Study of the arts of dance, music, and theater, with special emphasis on the artistic contribution of the performer. Interrelations among the performing arts. Physical limitations of the forms; period and stylistic influences; temperament and personality as factors in interpretation. Lectures and performances by visiting artists. Not offered 1983-84.

TA 250. Acting I. 3 credit hours. Principles of warm-ups, Stanislavski System, individual inventory, character analysis, and rehearsal procedure.

TA 251. Acting II. 3 credit hours. Continuation of performance principles for contemporary realistic theater with addition of comic technique and director-actor relationship. Prerequisites: TA 250 and instructor's consent.

TA 252. Acting III. 3 credit hours. Development of audition and improvisational skills while establishing a working file of monologue material. Prerequisites: TA 251 and instructor's consent.

TA 260. Makeup. 3 credit hours. History, purpose, and techniques of applying theatrical makeup; the use of makeup in the various theatrical media, with emphasis on stage and television performances.

TA 262. Theater Promotion Workshop. 1-3 credit hours. Practical study in the development and application of promotional materials for hypothetical and actual theater productions.

TA 264. Basic Stagecraft. 2-3 credit hours. 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. 2-3 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 Theater Arts I. 3 credit hours. Focuses on play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual. Satisfies Arts and Letters cluster and Plan I group requirements.

TA 272. Introduction to Theater Arts II. 3 credit hours. Recent theater, including drama since World War II and new trends and developments in theater practice. Prerequisite: TA 271. Satisfies Arts and Letters cluster and Plan I group requirements.

TA 273. Introduction to Theater Arts III. 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. Satisfies Arts and Letters cluster and Plan I group requirements.

TA 318. Costume Construction. 3 credit hours. Practical 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. Prerequisite: instructor's consent.

TA 352. Styles: Acting V. 3 credit hours. Problems in the analysis and presentation of characters. Prerequisite: instructor's consent.

TA 353. Performance: Acting VI. 3 credit hours. Advanced problems in acting technique: study, rehearsal, and performance. Prerequisites: TA 251, 351, 352, and instructor's consent.

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. Satisfies Arts and Letters Plan I group requirement.

Theater Arts: Upper-Division Courses Carrying Graduate Credit

TA 405. Reading and Conference. (G) 3 credit hours to be arranged.

TA 407. Seminar. (G) 3 credit hours to be arranged. Topics include Theater Design and Structure, Restoration Theater, Theater Management, Advanced Acting, Creative Dramatics, Period Costume Patterns, Playwriting, Careers in Theater, Lyric Performance, and Acting Shakespeare.

TA 408. Workshop. (G) 3 credit hours to be arranged.

TA 409. Practicum. (G) 3 credit hours to be arranged. Current topics are Production Projects and Rehearsal and Performance.

Eng 411, 412, 413. English Drama. (G) 3 credit hours each term. See description under Department of English.

TA 414, 415. Costume History I and II. (G) 3 credit hours each term. History of clothing and costuming from earliest records through the 15th century, from the 16th century to the present. Prerequisite for 415: instructor's consent.

TA 416. Costume Design. (G) 3 credit hours. Exploration of beginning design concepts and various artistic media as applicable to costume design and rendering techniques. Not offered 1983-84.

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. 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. Prerequisites: TA 416 and 417 or instructor's consent.

Eng 420, 421, 422. Modern Drama. (G) 3 credit hours each term. See description under Department of English.

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. Prerequisite: instructor's consent. Offered 1983-84 and 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 1983-84 and 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 alternate years; not offered 1983-84.

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 instructor's consent.

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. Prerequisites: TA 425 and 440 or instructor's consent.

TA 460. Advanced Play Direction. (G) 3 credit hours. Advanced theory and practice in direction of plays for public performance. Prerequisite: TA 364 or instructor's consent. Offered 1983-84 and alternate years.

TA 463. Scene Painting. (G) 3 credit hours. Practical experience in painting stage scenery. Painting of drops; highlighting, shadowing, texturing, and stenciling; forced perspective; paints and painting equipment. Prerequisite: TA 264 or instructor's consent. Offered alternate years; not offered 1983-84.

TA 464. Properties Design and Construction. (G) 3 credit hours. Practical experience in designing and constructing stage properties and furnishings. Plastics and metals fabrication; Celastic, papier-maché, and fiberglass as properties-fabricating materials; furniture upholstery techniques. Offered alternate years; not offered 1983-84.

TA 467. Lighting for the Stage. (G) 3 credit hours. Functions of stage; lighting qualities of the light and lighting; technical and aesthetic problems. Prerequisite: TA 266 or instructor's consent. Not offered 1983-84.

TA 468. Advanced Stage Lighting. (G) 3 credit hours. Theories and methods of lighting stage production. Prerequisite: TA 467 or instructor's consent. Offered alternate years; not offered 1983-84.

TA 471, 472. Theater and Culture. (G) 3 credit hours each term. Focuses on dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, utilizing arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. 471: Greeks through Renaissance; 472: Baroque through Romanticism. McKernie.

Theater: Graduate Courses

TA 501. Research. 3 credit hours to be arranged. P/N only.

TA 503. Thesis. 3 credit hours to be arranged. P/N only.

TA 505. Reading and Conference. 3 credit hours to be arranged.

TA 507. Seminar. 3 credit hours to be arranged. Romantic Theater is a current topic.

TA 509. Practicum. 3 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 theater arts graduate students.

TA 530. Continental Theater. 3 credit hours. Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Büchner to Artaud. Offered alternate years; not offered 1983-84.

TA 531. Avant-Garde Theater. 3 credit hours. New forms, styles, treatments of mood, and expressions of ideas and emotions as manifested in literary, dramatic, and theatrical elements and conditions of production. Prerequisite: TA 530 or instructor's consent. Offered alternate years; not offered 1983-84.

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 1983-84 and 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 alternate years; not offered 1983-84.

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. Prerequisites: TA 440, 441, and instructor's consent. Williams. Not offered 1983-84.

TA 564, 565. Special Problems in History of Theater. 5 credit hours each term. Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century Europeans. Not offered 1983-84.



Women's Studies

622 Prince Lucien Campbell Hall
Telephone 686-5529
Barbara Corrado Pope, Director

Program Committee

Mavis Mate, Chair

Joan Acker
 Doris Allen
 Heather Anderson
 Wesley Becker
 Linda Greene
 Mavis Mate
 Jeanne McGee
 Geraldine Moreno-Black
 Barbara Mossberg
 Barbara Ryan
 Carol Silverman
 Mary Jo Wagner
 Laurene Zaporozhetz
 Virpi Zuck

Participating Faculty

Barbara Corrado Pope, Ph.D., Assistant Professor and Director of Women's Studies. B.A., 1964, Hiram, M.A., 1966, Iowa; Ph.D., 1981, Columbia.

Joan Acker, Ph.D., Associate Professor of Sociology.

Doris Allen, M.A., Assistant Professor of Music.

Jeanne Bader, Ph.D., Assistant Professor of Gerontology.

Aletta Biersack, Ph.D., Assistant Professor of Anthropology.

Randi Birn, Ph.D., Professor of Romance Languages.

Rogena Degge, Ph.D., Assistant Professor of Art Education.

C. H. Edson, Ph.D., Associate Professor of Education.

Beverly Fagot, Ph.D., Associate Professor of Psychology.

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

Marion Goldman, Ph.D., Associate Professor of Sociology.

Linda S. Greene, J.D., Associate Professor of Law.

Leslie Harris, J.D., Associate Professor of Law.

Joni Hersch, Ph.D., Assistant Professor of Economics.

Judith Hibbard, Ph.D., Assistant Professor of School and Community Health.

Stephen Kohl, Ph.D., Associate Professor of East Asian Languages and Literatures.

Mavis Mate, Ph.D., Associate Professor of History.

Barbara May, Ph.D., Associate Professor of Romance Languages.

Geraldine Moreno-Black, Ph.D., Associate Professor of Anthropology.

Barbara Mossberg, Ph.D., Assistant Professor of English.

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

Ellen Seiter, Ph.D., Assistant Professor of Speech (film studies).

Carol Silverman, Ph.D., Assistant Professor of Anthropology.

Priscilla Southwell, M.A., Assistant Professor of Political Science.

Louise Wade, Ph.D., Associate Professor of History.

Edward Weeks, Ph.D., Assistant Professor of Public Affairs.

Louise Westling, Ph.D., Instructor of English.

Virpi Zuck, Ph.D., Associate Professor of Germanic Languages and Literatures.

Undergraduate Studies

The Women's Studies Program offers students an opportunity to learn about the past and present achievements and experiences of women and to understand more clearly the decisive role that gender has played and continues to play in all human societies.

The program is administered by a committee of faculty and student members appointed by the dean of the College of Arts and Sciences. The program is interdisciplinary, and courses are taught in many areas of study: anthropology, art education, counseling, economics, education, English, history, literature, political science, psychology, school and community health, sociology, and speech, among others.

Any student may take women's studies courses. Some students may want to take only a few courses in order to complement the core curriculum of their majors. Others will choose to take the 21 credit hours required for a Certificate in Women's Studies. Most women's studies courses do not have prerequisites, and lower-division women's studies courses satisfy general education requirements.

Preparation. No specific high school preparation is necessary. Transfers to the University from other colleges may apply up to 9 credit hours of their women's studies courses to the certificate program.

Careers. Since women comprise over one half of the population, an understanding of their experiences, abilities and needs is an asset to careers in such fields as education, social service, government, business, law, the ministry, journalism, counseling, and health and child care. In addition, the women's studies certificate can also be used as a basis for entering a growing number of graduate programs which emphasize the study of women or gender.

Certificate Requirements. A Certificate in Women's Studies may be granted to students who complete 21 credit hours in courses approved by the Women's Studies Committee. The 21 credit hours must include Introduction to Women's Studies (WSt 101) and either Reading and Conference (WSt 405) or Seminar (WSt 407) or Practicum (WSt 409). No more than 6 credit hours of WSt 405 and 409 may be counted toward the certificate. In addition, students must take at least 6 credit hours of women's studies courses in an academic group—Arts and Letters, Social Sciences, Sciences—other than that in which their major lies. For example, an English major must take at least two women's studies courses offered by departments outside of the Arts and Letters group.

Students seeking to qualify for the certificate must consult the director well in advance of graduation for transcript evaluation. In order to be eligible for the certificate, students must complete all degree requirements and a major in another department.

Graduate Studies

An individually designed interdisciplinary master's degree program with a focus on women's studies may be arranged by combining existing graduate-level courses in three departments. Graduate students may also earn a Certificate in Women's Studies.

Courses Offered

WSt 101. Introduction to Women's Studies. 4 credit hours. 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 currently, and attempts to connect the public issues it raises with the personal experiences of women. Required course for Certificate in Women's Studies.

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) 1-3 credit hours.

WSt 409. Practicum. (g) Credit hours to be arranged.

Courses in Other Departments

Anth 310. Exploring Other Cultures: Women and Culture. 3 credit hours.

ArE 410. Experimental Course: Women and Art. (G) 3 credit hours.

EdPM 407. Seminar: History of Women and Education. (G) 3 credit hours.

Eng 269. Introduction to Women Writers. 3 credit hours.

Eng 498. Studies in Women and Literature. (G) 3 credit hours.

Fr 425. Modern Women Writers. (G) 4 credit hours.

Hst 331. Perceptions and Roles of Women from the Greeks through the 17th Century. 3 credit hours.

Hst 332. Women and Social Movements in Europe from 1750 to the Present. 3 credit hours.

Psy 425. Psychology of Sex Differences. (g) 3 credit hours.

Scan 353. Readings in Translation: Scandinavian Literature and Society. 3 credit hours.

Soc 216. Introduction to the Sociology of Women. 3 credit hours.

Soc 449. Women and Work. (G) 3 credit hours.

Soc 455. Sociology of Women. (G) 3 credit hours.

Soc 456. Sex and Identity: Theoretical Perspectives. (G) 3 credit hours.

Span 440. Spanish Women Writers of the 20th Century. (G) 4 credit hours.

TcF 495. Film Directors and Genres: Women Film Makers. (G) 3 credit hours.

TcF 495. Film Directors and Genres: Women and Melodrama. (G) 3 credit hours.

Preparatory Programs

The undergraduate preparation for the following professional or graduate programs may be completed at the University of Oregon. Some of the programs simply require a baccalaureate degree for admission, while others require specific undergraduate courses. In all cases, the interested student should consult appropriate University advisers. The Office of Academic Advising and Student Services assists students in the selection of courses, the timing of graduate admission tests, and other aspects of the application process.

Master of Business Administration, Preparatory

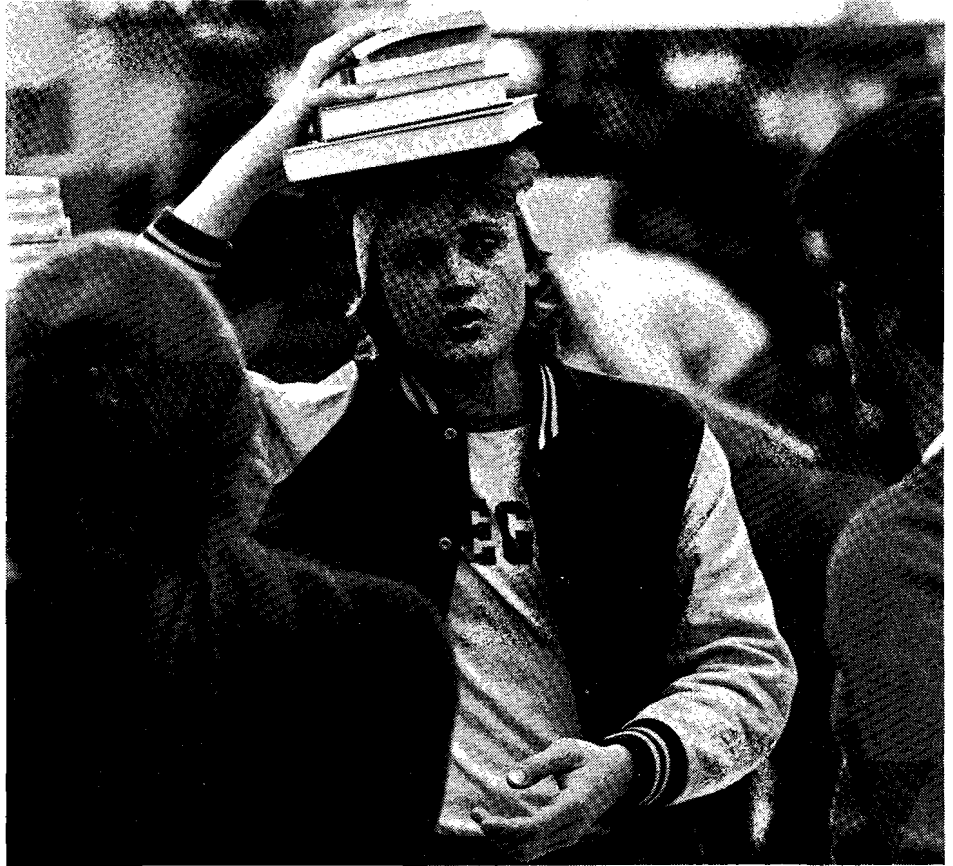
164 Oregon Hall
Telephone 686-3211
Jack W. Bennett, Ph.D., Head Adviser

The Master of Business Administration program trains graduates for high-level management positions. Two models of preparation currently exist. The first model is to complete an undergraduate business administration major and then enter a master's degree program. Some schools permit transfer credit earned in undergraduate work to count toward the graduate degree; many of the more competitive programs, however, require two years of residency and allow no transfer credit.

The second model is to complete any undergraduate major and degree before entering an M.B.A. program. Many schools look for diversity of background in their applicants, and a broad liberal arts education is considered an excellent foundation. Students should develop analytic skills through course work in calculus, computer programming, and economics, and communication skills through course work in business English, scientific and technical writing, advanced expository writing, and speech. The behavioral sciences are particularly appropriate fields of study for future managers.

The Office of Academic Advising and Student Services maintains a pre-M.B.A. information center with catalogs, recent literature on the profession, information and assistance on admission tests and procedures.

See the Graduate School of Management section of this catalog for information on the University of Oregon M.B.A. programs.



Preengineering Preparation

122 Science I
Telephone 686-4751
David R. Sokoloff, Ph.D., Director

Graduates with baccalaureate degrees in engineering are in great demand in our technological society to solve practical problems by the application of physical science principles and mathematics. While it is sometimes difficult to define the difference in outlook between a career in one of the physical sciences, e.g., physics or chemistry, and a career in engineering, engineering solutions to problems are usually much more influenced by practical and economic considerations.

There are two academic phases in earning a baccalaureate degree in an engineering field: (1) preengineering is the first two to three years of course work before admission to a professional engineering program; (2) professional engineering is the last two years of course work at a school of engineering leading to a Bachelor of Arts or Bachelor of Science degree in engineering. Engineering graduates may become licensed professional engineers after four years of employment in their field of

specialization and successful completion of state license examinations.

The University of Oregon offers a preengineering program for students wanting to complete their first two to three years of study at a liberal arts university before transferring to a school of engineering.

High School Preparation. Students interested in an engineering career are urged to complete as much mathematics and science as possible in high school. If at all possible four years of high school mathematics (including advanced algebra, trigonometry, and elementary functions) should be completed in order to begin calculus in the freshman year at the University. Science courses in physics and chemistry are strongly recommended.

Preengineering Requirements

The requirements below are designed for students planning to transfer into the Oregon State University (OSU) School of Engineering. While preengineering requirements at other engineering schools are similar, students planning to transfer into schools other than OSU are advised to consult the requirements in the catalogs of the schools of their choice.

Preengineering students should be aware that candidates at OSU must complete a minimum of 204 credit hours for a baccalaureate degree

in engineering. Therefore completion of the degree takes an average of 4.8 years.

Students completing the courses listed below still need to complete several introductory engineering courses at OSU before admission to the professional program. The University of Oregon is presently designing a program which will allow preengineering students to complete some of these engineering courses (including statics, dynamics, and strengths of materials) before transferring. This program is planned to begin in fall 1984. The Department of Physics is also designing a three-plus-two program which will allow a student to earn a baccalaureate degree in physics from the University of Oregon and a baccalaureate degree in engineering from OSU by completing three years of study here and two in the OSU School of Engineering. This program should also be in effect by fall 1984. Interested students should consult the preengineering director.

Note that all required preengineering courses must be completed with a grade of C or better for admission to the OSU School of Engineering. Those courses are marked with an asterisk (*) in the sample programs below.

Sample Program

The following sample program is for students prepared to begin Calculus in their freshman year.

Freshman Year	46 credit hours
*Calculus (Mth 201, 202, 203)	12
*General Physics (with Calculus) (Ph 211, 212, 213)	12
*Introductory Physics Laboratory (Ph 204, 205, 206)	6
*English Composition (Wr 121)	3
*Introduction of Numerical Computation (CIS 133)	4
Physical Education: three activity courses	3
Humanities/Social Sciences ¹	6

Sophomore Year	46 credit hours
*Calculus of Several Variables with Linear Algebra (Mth 331, 332, 333)	12
*General Chemistry (Ch 104, 105, 106)	9
*General Chemistry Laboratory I, II, III (Ch 107, 108, 109)	6
*Introduction to Modern Physics (Ph 214) ²	4
Fundamentals of Public Speaking (RhCm 122)	3
Humanities/Social Sciences/Communication ¹	12

¹ For graduation with a baccalaureate degree, the OSU School of Engineering requires 12 credit hours of humanities courses (art history, English literature, history, foreign language—second-year or higher, music history or theory, philosophy, religious studies) and 12 credit hours of social science (anthropology, economics, geography, political science, psychology, sociology). Students must complete one sequence (two courses in the same subject) in humanities and one sequence in social science.

In addition to Wr 121 and RhCm 122, a third communication course is required.

All of these courses should be selected in consultation with an adviser, since certain fields of engineering require specific courses to fulfill these requirements.

² Ph 214 is not required in all engineering fields.

Again, those courses marked with an asterisk (*) below must be completed with a grade of C or better for admission to the OSU School of Engineering.

Sample Program

The following sample program is for students not prepared to begin Calculus in their freshman year.

Freshman Year	45 credit hours
*College Algebra, Elementary Functions (Mth 101, 102), ¹ Calculus (Mth 201)	12
*General Chemistry (Ch 104, 105, 106)	9
*General Chemistry Laboratory I, II, III (Ch 107, 108, 109)	6
*English Composition (Wr 121)	3
Fundamentals of Public Speaking (RhCm 122)	3
Physical Education: three activity courses	3
Humanities/Social Sciences ²	9

Sophomore Year	46 credit hours
*Calculus (Mth 202, 203), *Calculus of Several Variables with Linear Algebra (Mth 331)	12
*General Physics (with Calculus) (Ph 211, 212, 213)	12
*Introductory Physics Laboratory (Ph 204, 205, 206)	6
*Introduction to Numerical Computation (CIS 133)	4
Humanities/Social Sciences/Communication ²	12

¹ Students not needing both of these courses should take Calculus (Mth 201, 202, 203) as soon as possible. They should then proceed into the next level of required mathematics (Mth 331, 332, 333). Those entering with some advanced algebra and trigonometry may elect Preparation for Calculus (Mth 115) instead of Mth 101, 102.

² For graduation with a baccalaureate degree, the OSU School of Engineering requires 12 credit hours of humanities courses (art history, English literature, history, foreign language—second-year or higher, music history or theory, philosophy, religious studies) and 12 credit hours of social science (anthropology, economics, geography, political science, psychology, sociology). Students must complete one sequence (two courses in the same subject) in humanities and one sequence in social science.

In addition to Wr 121 and RhCm 122, a third communication course is required.

All of these courses should be selected in consultation with an adviser, since certain fields of engineering require specific courses to fulfill these requirements.



Prehealth Sciences

**164 Oregon Hall
Telephone 686-3211
Marliss Strange, M.A., Program Coordinator**

The College of Arts and Sciences and the College of Human Development and Performance supervise the following preprofessional health science programs. Information on other health-allied programs is available from the coordinator. Prehealth students should consult regularly with advisers.

Dental Hygiene, Preparatory

S. Hugh Namekawa, Ph.D., Assistant Professor of School and Community Health; Head Adviser

The University of Oregon offers classes which satisfy admission requirements for the Oregon Health Sciences University (OHSU) Dental Hygiene Program in Portland.

Completion of a two-year program (93 quarter hours minimum) is required prior to registration in the Dental Hygiene Program. The following courses satisfy basic requirements:

Survey of General, Organic, and Biochemistry (Ch 101, 102, 103) with laboratories (Ch 107, 108, 109), 18 credit hours.

Biology: three courses of human or animal biology which must include some laboratory experience, preferably with microscopes, 12 credit hours.

English Composition (Wr 121 and either 122 or 123), 6 credit hours.

Physical Education: three activity courses, 3 credit hours.

Introductory Nutrition (HEP 252), 3 credit hours.

Personal Health (HES 250), 3 credit hours.

Fundamentals of Public Speaking (RhCm 121).

Arts and Letters: three group-satisfying courses in addition to speech, 9 credit hours.

Introduction to, Developmental Psychology (Psy 201, 215), 8 credit hours.

Introduction to Sociology (Soc 201), 3 credit hours.

Social Science: a group-satisfying elective from either psychology or sociology, 3-4 credit hours.

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.

Because entrance requirements for dental hygiene programs may vary, it is recommended that students write to the schools they are interested in for specific admission information. Completion of the preprofessional program does not guarantee admission to a dental hygiene program.

All courses required for admission must be taken on a graded basis.

Dentistry, Preparatory

Donald E. Wimber, Ph.D., Professor of Biology; Chair, Pre dental Advisory Committee

Marliss Strange, M.A., Academic Advising and Student Services; Coordinator

Predental Curriculum

The University offers a predental program which satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Dentistry in Portland and to many other accredited dental schools.

General Requirements. The OHSU School of Dentistry requires that predental students devote at least three years to their predental education, completing a minimum of 135 credit hours of which 115 credit hours, including all of the predental requirements, must be graded. A "No pass" in any other course is 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 to complete the requirements for a baccalaureate degree at the School of Dentistry should satisfy, in their predental program, all requirements for the degree (including general University requirements and requirements for a major in the College of Arts and Sciences) that cannot be met with work taken at the School of Dentistry. For general University requirements, see page 18 of this catalog.

Although a baccalaureate degree is not required for admission, the OHSU School of Dentistry and most other dental schools recommend that their students complete an undergraduate degree.

Science requirements. Mathematics (Mth 101 or above), 12 credit hours.

General Chemistry (Ch 104, 105, 106), 9 credit hours.

General Chemistry Laboratory I, II, III (Ch 107, 108, 109), 6 credit hours, fulfill the quantitative analysis requirements of the School of Dentistry.

Organic Chemistry (Ch 331, 332, 333), Introductory Organic Laboratory (Ch 337, 338), 16 credit hours.

Molecular and General Genetics, Cell Physiology, Gene Action and Development (Bi 311, 312, 313) with laboratories (Bi 315, 316, 317), 15 credit hours. Organic Chemistry is a pre- or corequisite to this sequence. Alternatively, some predental students may take Molecular Basis of Life, Biology of Cells, and Animal Biology (Bi 201, 202, 204). Although this will meet minimum admission requirements, the Predental Advisory Committee does not recommend it as the sole preparation either for dental school work or for the Dental Admissions Test. This set of classes is acceptable in the general science major program and will prepare students for some upper-division work in biology. It will not, however, substitute for the 300-level biology core classes required for the biology major. All other students should consult their advisers on the suitability of this alternative.

General Physics (Ph 201, 202, 203; or Ph 211, 212, 213) with laboratories (Ph 204, 205, 206), 18 credit hours.

Admission

Predental students must realize that there is competition for admission to the School of Dentistry. The average grade point average of the entering class of 1982 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 but then improve substantially in their predental course work.

Aptitude tests given by the American Dental Association should be taken not later than fall term one year before admission. Application to take this test must be made well in advance of the scheduled test date. A pamphlet describing the test, giving dates and places where it will be given, and providing application information is available in the Office of Academic Advising and Student Services, 164 Oregon Hall.

Three letters of reference are required by the OHSU School of Dentistry, one each from teachers of biology, chemistry, and physics. It is important for predental students to have references from teachers who have actually worked with them, if the information is to be of any value to the Admissions Committee. In large classes, a more useful reference may be obtained from a laboratory teaching assistant than from the professor who gives the lectures and may not have dealt personally with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Evaluation forms are available from the Career Planning and Placement Service at the University.

Recommended Electives. Dental schools recommend that predental students, in addition to completing the basic requirements listed above, choose electives which will broaden their cultural background as well as strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students are advised to explore their own interests and obtain the best possible general cultural education. The guidance of predental advisers in course planning is indispensable and their counsel should be sought regularly.

Medicine, Preparatory

William Sstrom, Ph.D., Professor of Biology; Chair, Premedical Advisory Committee

Marliss Strange, M.A., Academic Advising and Student Services, Coordinator

The University offers a premedical program which satisfies the requirements for admission to the Oregon Health Sciences University (OHSU) School of Medicine in Portland as well as most other American medical schools. The program is supervised by the Premedical Advisory Committee, composed of faculty members on the Eugene campus, a physician, and the prehealth sciences coordinator.

The varying admission requirements of medical schools are listed in the publication, *Medical School Admission Requirements* (order blanks are available in the Prehealth Sciences Center, 164 Oregon Hall). Since most students seek admission to five or six medical schools besides the OHSU School of Medicine, this book should be consulted during the junior year.

Minimum Requirements

The minimum requirements for admission to the OHSU School of Medicine and many other medical schools can be met with the following course work:

General Chemistry (Ch 104, 105, 106; or Ch 204, 205, 206) with laboratories (Ch 107, 108, 109; or Ch 207, 208, 209), 15 credit hours. The laboratories fulfill the quantitative analysis requirement of the School of Medicine.

Organic Chemistry (Ch 331, 332, 333) with laboratories (Ch 337, 338), 16 credit hours.

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take Molecular and General Genetics, Gene Action and Development (Bi 311, 312, 313) with laboratories (Bi 315, 316, 317), 15 credit hours, to meet this requirement. Organic Chemistry is a pre- or corequisite. Alternatively, some students may take Molecular Basis of Life, Biology of Cells, and Animal Biology (Bi 201, 202, 204). 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 (MCAT). This set of classes is acceptable in the general science major program and prepares students for some upper-division work in biology. It will not, however, substitute for the 300-level biology core classes required for the biology major. All other students should consult their advisers on the suitability of this alternative.

College-level mathematics: 12 credit hours, including an introductory course in calculus.

General Physics (Ph 201, 202, 203; or Ph 211, 212, 213) with laboratories (Ph 204, 205, 206), 18 credit hours.

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 Admission Requirements*. More detailed information on curriculum, application procedures, and the medical profession is available in the Prehealth Sciences 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. Nor is there any significant difference between the science and the nonscience major in medical school performance or in eventual selection of residency. The specific requirements for majors in the various departments are found in this catalog under department headings; those for general science are on pages 81-82.

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 credit hours. Students planning to enter medical school at the end of their junior year should consult advisers regularly to ensure that general University and departmental major requirements are met.

Competition for medical school admission has increased markedly in the past few years. Selection for admission is based on many factors beyond the satisfactory completion of minimum requirements, including undergraduate grade point 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 graded basis. The Pass/No pass option should be used sparingly on nonscience courses.

Nearly all medical colleges also require applicants to take the Medical College Admission Test, given in early spring and fall each year. Reservations for this examination *must* be made at least one month in advance of the scheduled date; reservation blanks are available in the Prehealth Sciences 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 overemphasized. The Oregon Health Sciences University School of Medicine prefers letters from the science faculty and from advisers who have known a student over several years. It is strongly recommended that premedical students secure letters from instructors immediately upon finishing classes, and that students see advisers regularly so that they can write knowledgeable recommendations when 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 practicums. Asklepiads provides experienced premedical students in the Prehealth Sciences 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, Preparatory

Gordon J. 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 (OHSU) in Portland or at the Sacred Heart Hospital School of Medical Technology in Eugene. The Bachelor of Science in medical technology is awarded by the OHSU to those whose fourth year is completed in Portland; a Bachelor of Science in school and community health is awarded to those who take their fourth year in Eugene at Sacred Heart.

Requirements

Minimum admission requirements to medical technology training at the OHSU 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 laboratories; a course in organic chemistry or biochemistry; and one term of college mathematics. A course in physics is strongly recommended.

During the three years on the Eugene campus, the student must satisfy (1) all general University degree requirements for majors in professional schools, including writing, health, 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:

General Chemistry (Ch 104, 105, 106) with laboratories (Ch 107, 108, 109), 15 credit hours.

Organic Chemistry (Ch 331, 332, 333) with laboratories (Ch 337, 338), 16 credit hours.

Biology, 24 credit hours, to include Introduction to Bacteriology with laboratory (Bi 381, 383).

Mathematics, one course, Mth 101 or above, 3-4 credit hours.

In addition, the following courses are strongly recommended by both the OHSU and Sacred Heart Hospital:

Quantitative Analysis (Ch 324), 4 credit hours.

General Physics with laboratories (Ph 201-206), 18 credit hours.

One full year of college-level mathematics, 12 credit hours. Two terms of calculus, 8 credit hours (required by some University majors).

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 OHSU and Sacred Heart Hospital.

Fourth-Year Curriculum

The curriculum for the fourth-year program at the OHSU School of Medicine is as follows:

Fall Term	17 credit hours
Clinical Bacteriology (MT 410)	2
Clinical Biochemistry (MT 415)	2
Hematology (MT 417)	2
Medical Laboratory Technique and Theory (MT 422)	10
Laboratory Instrumentation and Maintenance (MT 428)	1
Winter Term	18 credit hours
Clinical Bacteriology (MT 411)	2
Pathophysiology and Medical Terminology (MT 412)	2
Clinical Biochemistry (MT 416)	2
Hematology (MT 418)	2
Medical Laboratory Technique and Theory (MT 423)	10
Spring Term	18 credit hours
Introduction to Laboratory Management and Personnel Supervision (MT 413)	1
Pathophysiology and Medical Terminology (MT 414)	2
Immunohematology (MT 419)	2
Clinical Immunology and Serology (MT 420)	2
Medical Laboratory Technique and Theory (MT 424)	10
Clinical Toxicology and Therapeutic Drug Monitoring (MT 426)	1

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.

Nuclear Medical Technology, Preparatory

Nuclear Medical Technology is a paramedical specialty concerned with the use of radioactive materials for diagnostic and therapeutic purposes. The Veterans Administration Medical Center in Portland is affiliated with the Oregon Health Sciences University for purposes of providing training for this rapidly growing profession. To be admitted to the one-year (twelve-month) program, applicants must have completed a baccalaureate degree with a major in biology, chemistry, or physics. General science majors will be considered if they have completed prerequisite science courses. Certified medical technologists, radiologic technologists, and nurses holding four-year degrees are also admissible.

The Office of Academic Advising and Student Services has additional information.

Nursing, Preparatory

Joe Wade, Ph.D., Academic Advising and Student Services; Head Adviser

The University of Oregon offers classes which satisfy admission requirements for the Oregon Health Sciences University (OHSU) School of Nursing baccalaureate program in Portland and the Oregon Institute of Technology Department of Nursing in Klamath Falls. The program takes a minimum of one year of preprofessional 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 Biochemistry (Ch 101, 102, 103), which includes laboratories, 12 credit hours; or General Chemistry (Ch 104, 105, 106) with laboratories (Ch 107, 108, 109), 15 credit hours.

College Algebra (Mth 101), 4 credit hours.

English Composition (Wr 121 and either 122 or 123 unless waived), 6 credit hours.

Introductory Nutrition (HEP 252), 3 credit hours.

Physical Education: three terms, 3 credit hours.

Social Sciences: three group-satisfying courses, including Introduction to Cultural Anthropology (Anth 108), 9 credit hours.

Arts and Letters: three group-satisfying courses.

Electives: three group-satisfying courses to be chosen from arts and letters, social sciences, or sciences, 9 credit hours.

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.

Students interested in nursing who have earned a baccalaureate degree in a discipline other than nursing may want to investigate accelerated Bachelor of Science in Nursing programs offered at Creighton University and St. Louis University.

Admission

Completion of the preprofessional program does not guarantee admission to the OHSU 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 Oregon Health Sciences University 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 at the School of Nursing by completing additional graduation requirements. This will not, however, reduce the necessary three years spent in professional training.

Baccalaureate Degree for Registered Nurses

The University of Oregon offers prerequisite nonnursing courses for Registered Nurses who seek admission to the baccalaureate program at the Oregon Health Sciences University (OHSU) in Portland or the Bachelor of Nursing program at the Oregon Institute of Technology in Klamath Falls. These prerequisites and group requirements are the same as those outlined for the prenursing student.

For information regarding admission requirements and nursing courses at the OHSU, consult Marlene Dehn, R.N., Coordinator, Oregon Health Sciences University, School of Nursing, Room 341, Susan Campbell Hall, University of Oregon, Eugene, Oregon 97403, or Maureen Whitman, Director of Continuing Education, 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 (OSU) School of Pharmacy in Corvallis and to many other accredited pharmacy schools. Students considering other pharmacy schools should review *Pharmacy Schools Admission Requirements*, available in the Office of Academic Advising and Student Services.

The prepharmacy curriculum for the School of Pharmacy at OSU requires 90-96 credit hours, including:

General Chemistry with laboratories (Ch 104-109 or 204-209), 15-18 credit hours.

Organic Chemistry with laboratories (Ch 331-332, 337-338), 12 credit hours.

Biology: 10 credit hours (Bi 201, 202, 204 or 311, 312, 313 are recommended. Only one course may be botany).

Introduction to Bacteriology with laboratory (Bi 381, 383), 5 credit hours.

General Physics with laboratories (Ph 201-202, 204-205), 12 credit hours.

Calculus (Mth 201 or 207), 4 credit hours.

Introduction to Sociology (Soc 201), 3 credit hours.

Introduction to Psychology (Psy 201) and one additional social science psychology course, 7-8 credit hours.

Introductory Economics (Ec 201, 202), 6 credit hours.

English Composition (Wr 121 and either 122 or 123), 6 credit hours.

Fundamentals of Speech (RhCm 121 or 122), 3 credit hours.

The following are not required for admission but are required for graduation from the OSU School of Pharmacy. They may be completed at the University of Oregon as well:

Arts and Letters: 12 credit hours of group-satisfying courses, excluding the composition and speech noted above.

Physical Education: three activity courses, 3 credit hours.

Veterinary Medicine, Preparatory

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 Western Interstate Commission for Higher Education (WICHE) Student Exchange Programs have been developed to help students in the western United States obtain access to fields of professional education that are not available in their home states. Oregon's participation in WICHE enables qualified resident students to apply for assistance in the programs described below while attending institutions in any of the thirteen participating WICHE 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 from the Certifying Officer, WICHE, P.O. Box 3175, Eugene, Oregon 97403, or in 203 Johnson Hall, UO Campus.

Additional information concerning the WICHE programs described below is available from the Office of Academic Advising and Student Services, 164 Oregon Hall, University of Oregon, Eugene, Oregon 97403.

Physical Therapy, Preparatory

George Wasson, M.S., Academic Advising and Student Services; Head Adviser

The University offers a prephysical therapy program which satisfies requirements for admission to most United States schools of physical therapy. Students may choose either to (1) 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) transfer to a school of physical therapy after two years of study at the University of Oregon. The latter 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 postbaccalaureate programs if certain course work is completed; however, since considerable physical science background is required for admission, students usually choose a compatible major.

Each law school has its own criteria for determining admissibility. The primary predictors of admission are the LSAT scores and grade point averages. Students should use the Pass/No pass option with restraint, especially within their major. Various other subjective factors are also 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, and campus bookstores. Students who want additional information or assistance should inquire at the Prelaw Advising Center, 164 Oregon Hall, and consult 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.

Library Science, Preparatory

The best preparation for graduate training in library science is a broad liberal arts undergraduate education with a strong concentration in one or more majors. No specific major is required for admission, but many programs recommend competency in foreign languages and a grounding in computer science.

The state of Oregon participates in a WICHE contract with eight western graduate programs: the Universities of Arizona, Hawaii, Washington, Denver, Southern California, California at Berkeley, and California at Los Angeles, and San Jose State University. See page 159 for procedure on WICHE certification.

The Office of Academic Advising and Student Services maintains catalog information on the WICHE schools.

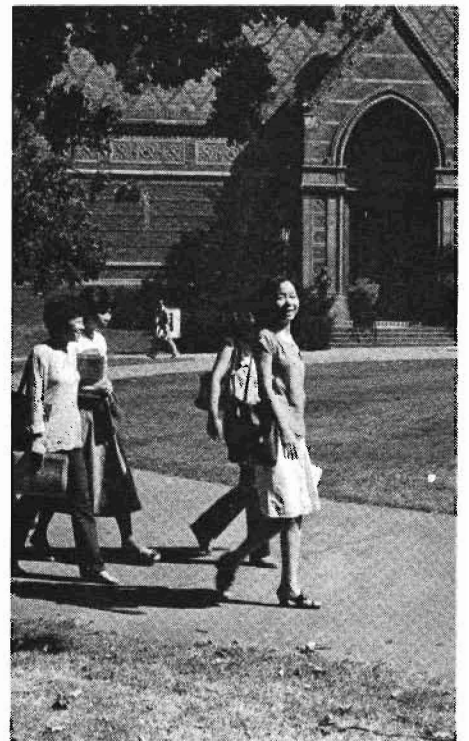
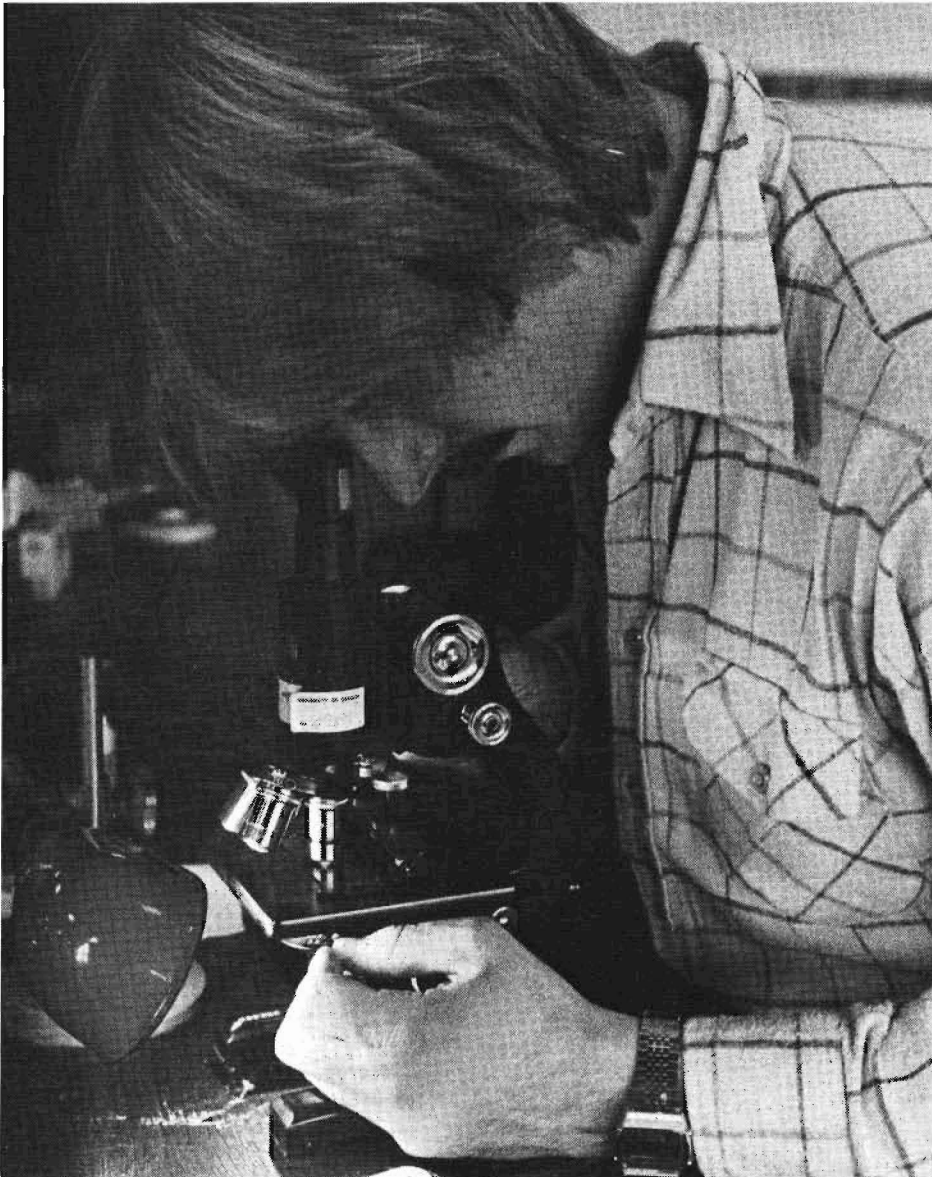
Social Work, Preparatory

Graduate programs in social work usually require a baccalaureate degree but do not specify a major or particular course work for admission. The best preparation begins with a broad exposure to the social and behavioral sciences and an understanding of the behavior of individuals, groups, and social institutions. Recent University students admitted to training in social work have found majors in anthropology, human services, political science, psychology, and sociology especially appropriate in providing the foundation for graduate study in social work.

Courses in foreign languages, oral and written communication, management, ethnic studies, and computer science are also valuable; professional social workers not only provide direct services to clients but also become administrators, supervisors, and consultants.

Practical experience in service-related activities or employment can be important in helping the prospective social worker understand the opportunities, dimensions, and responsibilities of the profession.

The Office of Academic Advising and Student Services maintains a catalog library of programs in the western United States. It can provide students with assistance during the application process, which generally begins very early in the senior year or even before.



Courses and Curricula

Professional Schools and Colleges

School of Architecture and Allied Arts

109 Lawrence Hall
Telephone 686-3631
Wilnot 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 to which they have been admitted.

Many courses are open to nonmajors, especially in fine and applied arts and in art history. Undeclared majors interested in exploring programs in the school should also seek advice on integrated general studies in programs in the dean's office. Availability of some courses varies with student demand. Nonmajors should consult the *Time Schedule of Classes* issued each term and inquire at the offices of departments offering the courses in which they want to enroll.

All departments offer studies leading to graduate degrees. Specific information about these programs is found under departmental headings and in the Graduate School section of this catalog.

Research and Creative Work

The diversity of programs in the school leads to a similarly wide range of scholarly activity and creative endeavor on the part of its faculty. Those teaching in the 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 bring together people in different disciplines of the school; they also provide linkages with scholars elsewhere in the University and with members of the local community.

The following topics illustrate the breadth of research currently engaged in by faculty members:

- 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 centuries.
- The evolution of Mayan architecture and urbanization.
- Settlement patterns of Oregon's Willamette Valley.
- Vernacular farm 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 microcomputers used 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

Karen Johnson, Research Coordinator

The Center for Environmental Research coordinates research on important environmental design questions relating to the built and altered environment. It encourages research in architecture, landscape architecture, and urban planning as well as in 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 people 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 the University to that of similar centers, to national and international conferences, and to individuals interested in the application of research knowledge.

Facilities

The School of Architecture and Allied Arts is housed principally in Lawrence Hall. Facilities include a branch of the University library, administrative and departmental offices, and most of the faculty offices and studio spaces. Some offices and studios are located in other buildings as well as in the area immediately north of the millrace.

For studio courses, the school provides desks, easels, and other major 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

Schoolwide courses are common to all the disciplines of the school and are taught by qualified faculty from any of the school's departments. They are 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.

AAA 199. Special Studies. 1-3 credit hours.

AAA 200. SEARCH. 1-3 credit hours.

AAA 405. Reading and Conference. (G) Credit hours to be arranged.

AAA 406. Special Problems. (G) Credit hours to be arranged.

AAA 407. Seminar. (G) Credit hours to be arranged.

AAA 408. Workshop. (G) Credit hours to be arranged.

AAA 410. Experimental Course. (G) Credit hours to be arranged.

Historic Preservation

**109 Lawrence Hall
Telephone 686-3631
Philip Dole, Director**

Participating Faculty

Philip H. Dole, M.S., Professor of Architecture.

Arthur W. Hawn, M.A., Associate Professor of Interior Architecture.

Kenneth I. Helphand, M.L.A., Associate Professor of Landscape Architecture.

Thomas C. Hubka, M.Arch., Associate Professor of Architecture.

Robert Melnick, M.L.A., Associate Professor of Landscape Architecture.

Donald L. Peting, M.Arch., Associate Professor of Architecture.

Leland M. Roth, Ph.D., Assistant Professor of Art History.

Michael E. Shellenbarger, M.S., Associate Professor of Architecture.

Adjunct Faculty

Robertson E. Collins, B.A., Adjunct Professor of Historic Preservation. B.A., 1946, Stanford.

George A. McMath, B.Arch., Adjunct Professor of Historic Preservation. B.Arch., 1959, Oregon; Fellow, American Institute of Architects.

Gregg A. Olson, B.Arch., Adjunct Assistant Professor of Architecture. B.Arch., 1975, Oregon; Diploma in Conservations Studies, 1977, University of York.

Graduate Studies

A Master of Science (M.S.) 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, 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 inter-departmental committee in the School of Architecture and Allied Arts.

Program Requirements

First Year	credit hours
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
Total credit hours	69

Admission

In addition to the basic requirements for admission to graduate study at the University, students normally must have a baccalaureate degree in architecture, architectural history, or art history with an emphasis on architectural history. Students who want to participate in the program through the Western Interstate Commission for Higher Education (WICHE) should inquire at the Graduate School.

Requests for further information and application materials should be addressed to the Committee on Historic Preservation, School of Architecture and Allied Arts.

Special Courses

In addition to the basic program courses carried under the respective departments, the following special courses are available:

AAAP 501. Research. Credit hours to be arranged.

AAAP 503. Thesis. Credit hours to be arranged.

AAAP 504. Terminal Project. 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.



Governmental Research and Service

340 Hendricks Hall
Telephone 686-5232
Kenneth C. Tollenaar, Director

Faculty

Sandra L. Arp, J.D., Legal Associate (public law). B.A., 1972, J.D., 1976, Oregon.

Garey F. Butler, J.D., Legal Assistant (public law). B.A., 1975, Emory; J.D., 1982, Oregon.

Donald N. Johnson, B.A., Associate Director (regional planning and governmental systems, state and local government, economic development). B.A., 1946, Reed.

Herman Kehrl, M.A., Director Emeritus (state and local government); Professor Emeritus, Political Science. B.A., 1923, Reed; M.A., 1933, Minnesota.

Robert E. Keith, M.Arch., Planning Consultant (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon.

James M. Mattis, J.D., Legal Consultant (public law). B.A., 1964, Central Washington; J.D., 1967, Washington.

Karen Seidel, B.A., Senior Research Associate (data systems). B.A., 1957, Knox.

Kenneth C. Tollenaar, M.A., Director (state and local government, intergovernmental relations). B.A., 1950, Reed; M.A., 1953, Minnesota.

Katherine L. Tri, B.A., Research Assistant (public administration). B.A., 1969, Wisconsin, Madison.

A. Mark Westling, B.S., Planning and Public Works Consultant (planning and public works). B.S., 1943, Washington.

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 has programs in the areas of public finance, public law, public administration, planning, and public works.

The bureau conducts studies; compiles and disseminates data and background information; publishes reports, model charters, and suggested ordinances; provides consultation to local governments, state agencies, citizen groups, and other interested persons or agencies; sponsors and participates in training conferences; and undertakes special service activities at the request of specific government agencies on a cost-reimbursable basis. In addition to their research, consultation, training, and service activities, bureau staff members teach University courses and provide other instructional support.

Architecture

202 Lawrence Hall
Telephone 686-3656
Jerry Finrow, Department Head

Faculty

George F. Andrews, B.S., Professor Emeritus (design, housing, new towns, prehistoric architecture and settlement patterns). B.S., 1941, Michigan; Reg. Architect, Oregon.

John L. Briscoe, B.Arch.Eng., Professor (design, structures, construction). B.Arch.Eng., 1950, Oklahoma State; NCARB Certificate; Reg. Architect, Oregon; member, American Institute of Architects.

G. Z. Brown, M.Arch., Associate Professor (design, environmental control systems, 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., 1947, Washington; M.Arch., 1948, Massachusetts Institute of Technology; Reg. Architect, Oregon, Washington, California; member, Construction Specifications Institute.

Donald B. Corner, M.Arch., Assistant Professor (design, construction systems, design methods). B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; Reg. Architect, Massachusetts.

Philip H. Dole, M.S., Professor (design, settlement patterns, vernacular, pioneer Oregon architecture, preservation). B.Arch., 1949, Harvard; M.S., 1954, Columbia; Reg. Architect, New York.

Robert R. Ferens, M.Arch., Professor (evolutionary and designed forms, African building and planning). Cert. Arch., 1941, B.Arch., 1942, Pratt Institute; M.Arch., 1948, Massachusetts Institute of Technology; Reg. Architect, Nigeria; member, Nigerian Institute of Architects.

Gunilla K. Finrow, M.Arch., Associate Professor (design, materials and detailing for the proximate environment, Scandinavian architecture). Dipl. Arch., 1963, Swiss Federal Institute of Technology; M.Arch., 1967, California, Berkeley; Reg. Architect, Oregon; I.D.E.C. membership.

Jerry V. Finrow, M.Arch., Associate Professor (design, pattern language, design process, computer application, media). B.Arch., 1964, Washington; M.Arch., 1968, California, Berkeley; Reg. Architect, Oregon; member, American Institute of Architects.

Brownell Frasier, B.A., Associate Professor Emerita. B.A., 1921, Oregon.

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 (ARCUK).

Wimot 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.

Wallace Hayden, B.Arch., Professor Emeritus. B.Arch., 1928, Oregon; Reg. Architect, Oregon.

Rosaria Flores Hodgdon, Dott. Arch., Associate Professor (urban design, urban architecture, cultural context in architecture). Dott. Arch., 1946, University of Naples; 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.,

1950, Arch. Eng., 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., 1969, Carnegie-Mellon; M.Arch., 1972, Oregon.

Wayne J. Jewett, M.F.A., Senior Instructor (furniture design and construction, sculpture). B.S., 1970, M.F.A., 1972, Wisconsin, Madison.

Lyman T. Johnson, M.A., Professor (design, behavioral, technological influences in the proximate environment, ergonomics, furniture design); Director, Interior Architecture Program. 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., 1949, Texas; M.Arch., 1951, Cranbrook Academy of Art; Reg. Architect, Texas.

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.

Frances S. Newsom, M.A., Architecture and Allied Arts Librarian Emerita. M.A., 1953, Denver.

Michael R. Pease, B.Arch., Associate Professor (design, graphics, theory, neighborhoods and public places, pedestrian-oriented communities, urban alternatives). B.Arch., 1969, California, Berkeley; Reg. Architect, Colorado.

Donald L. Peting, M.Arch., Associate Professor (design, structures, historic preservation and technology, alternative energy). B.Arch., 1962, Illinois; M.Arch., 1963, California, Berkeley; Reg. Architect, Oregon, Washington.

James A. Pettinari, M.Arch., Associate Professor (design, historical analysis, renovation and preservation, urban form, graphic communication). B.Arch., 1966, Minnesota; M.Arch., 1970, Pennsylvania; Reg. Architect, Minnesota; NCARB Certificate.

Pasquale M. Piccioni, B.Arch., Associate Professor (design, light-space-structure, cultural ecology). B.Arch., 1960, Pennsylvania; Reg. Architect, Pennsylvania.

Guntis Plēsums, M.Arch., Associate Professor (design, structure systems, Japanese architecture, user-completed housing). B.Arch., 1961, Minnesota; M.Arch., 1964, Massachusetts Institute of Technology; Reg. Architect, Oregon, New York.

John S. Reynolds, M.Arch., Professor (design, relating architecture, energy consumption, climate and society, environmental control systems). B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; Reg. Architect, Oregon, Massachusetts.

Marion Dean Ross, M.Arch., Professor Emeritus; Historian of Architecture. M.Arch., 1937, Harvard; Reg. Architect, 1946, Louisiana.

Charles W. Rusch, M.Arch., Professor (cognition, visual thinking, behavioral factors, microcomputer applications in architecture). A.B., 1956, Harvard; 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., 1960, Iowa State; M.S., 1966, Columbia; Reg. Architect, New York; NCARB Certificate.

Stephen J. Y. Tang, Ph.D., Professor (structural planning, methodology, decision making, operations-research techniques, management). B.S., 1942, M.S. in Arch., 1944, Illinois; Hon. Ph.D. in Arch., 1974, China Academy, Taiwan; Reg. Structural Engineer, Illinois.

Glenda Fravel Utsey, M.L.A., Assistant Professor (design, site specific process and skill development, settlement patterns). B.Arch., 1971, M.L.A., 1977, Oregon.

Michael D. Utsey, M.Ev.D., Associate Professor (design, visual language, graphic projection, light, and color in space); Assistant Department Head. B.Arch., 1969, Texas; M.Ev.D., 1971, Yale; Reg. Architect, Oregon.

Adjunct Faculty

Marta Adams, B.A., Adjunct Assistant Professor (interior architecture). B.A., 1974, California, San Diego; member, Institute of Business Designers, American Society of Interior Designers.

Virginia Cartwright, M.Arch., Adjunct Assistant Professor (basic design, energy conscious design). A.B., 1975, California, Berkeley; M.Arch., 1981, Oregon.

Janice C. Coleman, B.I.Arch., Adjunct Assistant Professor. B.I.Arch., 1974, Oregon.

Howard Davis, M.Arch., Adjunct Assistant Professor (design, pattern language). B.S., 1968, Cooper Union; M.S., 1970, Northwestern; M.Arch., 1974, California, Berkeley.

Richard Garfield, M.Arch., Adjunct Assistant Professor (design). B.A., 1964, M.Arch., 1967, Pennsylvania; Reg. Architect, Oregon.

Daniel M. Herbert, B.F.A., Adjunct Associate Professor. B.S., B.F.A., 1951, Colorado; B.S., 1954, Arch. Eng., Illinois; Reg. Architect, Oregon; member, American Institute of Architects.

John M. McGuire, Jr., B.Arch., Adjunct Assistant Professor (design, media for design development). B.Arch., 1973, California Polytechnic State; Reg. Architect, California, Oregon.

Otto Poticha, B.S., Adjunct Associate Professor (design, architectural practice, community involvement in physical change). B.S., 1958, Cincinnati; Reg. Architect, Indiana, Oregon; NCARB Certificate; member, American Institute of Architects.

Jenny Young, M.Arch., Adjunct Assistant Professor (design, programming). B.A., 1970, Vassar; M.Arch., 1974, California, Berkeley.

Guest Lecturers and Critics. The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year.

Preparation. High school and junior college students interested in architecture should prepare themselves by taking courses in the following subjects:

- (1) Fine arts, such as drawing, sketching, painting, sculpture, design, draftsmanship, and the history of the arts and architecture.
- (2) Algebra, geometry, trigonometry, and physics as well as environmental studies. Students completing college-level physics courses may be allowed to waive the physics 201, 202 requirements.
- (3) Social sciences, e.g., sociology, social organizations, psychology, individual and group behavior, cultural anthropology, community studies, and human-environment relationships.

Because architectural students must be able to read, write, and think clearly about abstract concepts, preparation should also include literature and writing courses, readings in philosophy, poetry, and the Classics.

In addition to formal study, students should discuss with local architects the opportunities and possible disadvantages that may await them in pursuing the study and practice of architecture.

Students are encouraged to travel in order to broaden their collection of architectural images.

The Study of Architecture

The environmental design fields 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 School of Architecture and Allied Arts supports 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 independently and responsibly toward program and course objectives. High standards have been set for student performance in the department. In the design studio, continuous evaluation and response are the basic learning mode. Advanced students often work with each other in courses and as collaborators in research investigations with faculty members through independent study courses.

The Professional Curriculum

In 1982 a new curriculum in architecture was instituted. Students must meet the requirements of the curriculum as published in the *General Catalog* the year of their admission to the program. Students needing more specific information should see an adviser.

The professional curriculum in architecture has two principal objectives: (1) the promotion of broad inquiry into the integrative nature of environmental issues and the development of problem-solving skills, and (2) a detailed professional education in architectural design. Graduates of the program in architecture must have comprehensive skills for the understanding and design of environments on various scales—from urban infrastructure to intimate personal space.

Accreditation

Both the Bachelor of Architecture (B.Arch.) and the Master of Architecture (M.Arch.—first professional degree, Options II and III) programs are accredited by the National Architectural Accrediting Board (NAAB).

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as community and neighborhood planning work; governmental agencies concerned with environmental policy formation, urban planning, programming, design and implementation; and construction and sales in the building industry.

The title Architect is legally restricted to use by individuals licensed by the state. In the United States, individual state governments license architects using guidelines established by the National Council of Architectural Registration

Boards (NCARB). NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, three years of professional experience under a registered architect is typically required. Larger cities have Intern Development Programs (coordinated by the NCARB) which aid intern-architects in preparing for licensure. Employment in the field is subject to fluctuations caused by economic conditions in the building and financial sectors.

Undergraduate Studies

Potential applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies, below).

Bachelor of Architecture

A five-year program leads to the B.Arch. degree. It 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.

In addition to the principal objectives of the professional curriculum listed above, the baccalaureate program includes requirements for a liberal general education. Beyond the general University requirements for professional majors, students must complete upper-division nonmajor course work as part of the general elective requirement.

Degree Requirements

Candidates for the Bachelor of Architecture degree must satisfy the following minimum requirements, totaling 220 credit hours.

General University Requirements: 45 credit hours. Group requirements (36 credit hours), English composition (6 credit hours), health (3 credit hours). **Note:** Architecture majors are required to take, as part of the group requirements, Physics 201, 202 and Art History 201 or equivalents.

Major Program Requirements: 175 credit hours. (1) Architectural Design, 60 credit hours: Arch 181, 182 (12 credit hours), Arch 281, 282 (12 credit hours), Arch 380 (24 credit hours), Arch 481, 482 (12 credit hours).

(2) Architecture Subject Area, 74 credit hours: (a) Required, 21 credit hours—Arch 101, 102 and the eight fundamentals courses. (b) Breadth, 33 credit hours—Any three 3-credit-hour courses in architectural history offered in the art history department (9 credit hours) and one approved 3-credit-hour course from each of the eight subject area categories (24 credit hours). (c) Elective, 20 credit hours—The list of architecture subject courses includes all architectural history courses and selected courses from the interior architecture program and the Departments of Landscape Architecture and Planning, Public Policy and Management.

(3) General Electives, 41 credit hours: As with general University requirements, students are encouraged to take courses that provide background for subsequent architecture courses as well as advanced University courses pertinent to architecture, e.g., art history, biology, fine arts, geography, geology, literature, mathematics, physics, psychology, and sociology. Of the 41 credit hours, 12 must be

in upper-division courses outside the School of Architecture and Allied Arts.

Residence Requirements. For transfers to receive the B.Arch. degree from the University of Oregon, the following minimum credit hours must be taken in residence:

(1) Design Area, 24 credit hours, including Arch 481, 482 or their equivalents. (2) Architecture Subject Area, 30 credit hours. (3) Advanced Electives: Of the 41 general elective credit hours required, the 12 credits outside the School of Architecture and Allied Arts must be taken in residence.

Proposed Minor

The Department of Architecture plans to begin offering an academic minor program in 1983-84. For more information, inquire at the department office.

Professional Curriculum

Design Area. (All architectural design course numbers end with 80-87.) The 60 credit hours in the design area provide opportunities for comprehensive and integrative design activity, i.e., 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 comprehensive considerations underlying good design and on the appropriateness of design proposals vis-à-vis support for human activities, and theoretical and technical factors. 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 subareas, described below.

(1) Introductory Architectural Design (Arch 181, 182) 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 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 have fewer than 20 students.

(2) Intermediate Architectural Design (Arch 281, 282) is a required studio course for students in the second year of the undergraduate program (12 credit hours). The course bridges the gap between introductory design and advanced design studio classes by offering more in-depth experience with a comprehensive range of considerations in design than Arch 181, 182 studio courses. Greater attention is given to integration of design issues from coordinated subject-area course work in order to achieve a better understanding of place, human activity support, construction, environmental control, and spatial ordering. Students taking Arch 281, 282 are required to take the eight fundamentals

subject-area courses during the same year. Arch 281, 282 studios are limited to 18 students.

(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, expected degree of completion; degree of user participation, location (urban vs. nonurban, developed place vs. nondeveloped), content, mode of operation (group work vs. individual work).

Arch 380 studios, limited to 16 students, are open to all students having between 24 and 42 credit hours of design.

On occasion, students may be asked to complete additional Arch 380 courses before becoming eligible for Arch 481.

(4) Advanced Design (Arch 481, 482) is a required two-term design studio (12 credit hours) which offers opportunities for engaging in 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 final design experience.

Arch 481, 482 studios, limited to 16 students, are open only to those students with a minimum of 42 design credit hours.

(5) Graduate Design II (Arch 585) is a required one-term orientation studio (6 credit hours) for beginning Option II graduate students. The course emphasizes relating students with prior architecture degrees to the program and faculty at the University.

(6) Graduate Design III (Arch 581, 582) is similar to Arch 181, 182 except that it is taken only by new graduate students in the Option III program.

Up to 6 credit hours in the design area may be taken in either landscape architecture or interior architecture design studios (LA 289, 389, 489, 589; IArc 388, 486, 487).

Subject Area. The subject area (74 credit hours) coordinates closely with the design area. It provides support in the basic knowledge and skills needed in environmental design, leaving the design area free to focus on actual design activities.

The subject area has three major subareas: skill, content, and context of the profession. Each major subarea, in turn, covers several topics in which there are courses and opportunities for advanced study. These are described below.

(1) Environmental Design Skills. (a) Design Process, Methods, and Research (course numbers ending in 10 through 15): Techniques to gather and organize information, define problems and opportunities, and achieve inclusive design development. This area includes the study of established research methodologies.

(b) Media for Design (course numbers ending in 16 through 29): Study of basic media used in design development as outlined by the media families of drawings, models, pictures, and

words. Courses range from introductory to advanced media investigation and are coordinated with architectural design studio classes.

(2) Environmental Design Content. The field of architecture is diverse in content. The integration of many categories of knowledge is crucial to successful architecture. Subject-area courses are organized in the following categories as a means of assisting students in understanding the general structure of the field:

(a) The History and Theory of Place-Response (course numbers ending in 30 through 39): The understanding of and response to a specific *place*, the achievement of particularity, orientation, appropriateness, and continuity. The recording, study, and analysis of meaningful places and how they are created.

(b) The History and Theory of Human Activity Support (course numbers ending in 40 through 49): Accommodating the activities that are made explicit by building programs and the needs and desires of first users. Creating additional spatial opportunities to ensure continued usefulness over time.

(c) The History and Theory of Spatial Ordering (course numbers ending in 50 through 59): Exploring space and enclosure by study of historic principle and imagery to achieve new place designs that are precise, clear, and vital.

(d) The History and Theory of Construction and Structure (structure courses ending in 60 through 69, construction courses ending in 70 through 79): 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.

(e) The History and Theory of Environmental Control (course numbers ending in 90 through 99): 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 affect spatial order in buildings.

(3) Context of the Architectural Profession. (Course numbers ending in 26 through 29.) The practice of architecture exists within a broad societal context. Architecture as a profession is considered in relation to its history and meaning. Innovative frameworks for practice are studied in relation to legal and business aspects of the profession as well as an understanding of the evolving construction industry.

Architecture Subject Areas

Note: Courses which satisfy the department's breadth requirement are marked by an asterisk (*). The information in these lists may change from year to year.

DESIGN PROCESS, METHODS, AND RESEARCH:

Design Process and Method (Arch 311*), Seminar: Programming (Arch 407*), Research Methods (Arch 411*), Structural Planning (Arch 412), Architectural Precedents and Principles (Arch 453*), Special Problems: Advanced

Those students planning to transfer after their sophomore year must fulfill virtually all of the physical therapy requirements within their lower-division work. They must also meet lower-division graduation requirements of the specific school to which they expect to be admitted.

Most schools require 12 credit hours each of biology, general chemistry, and general physics, and 6 credit 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 application deadlines are in early winter; selections are made in March and April for the following fall. Application for WICHE certification must be completed by October 15 of the year preceding admission.

Most schools of physical therapy do not accept students with grade point averages of less than 3.00. Furthermore, the competition for admission has caused the mean grade point average for the accepted student to rise above this level.

Occupational Therapy, Preparatory

George Wasson, M.S., Academic Advising and Student Services; Head Advisor

The University offers courses which satisfy the requirements for admission to United States schools of occupational therapy. Students may apply to transfer into baccalaureate degree programs after two or three years of undergraduate study or enter master's degree programs after graduation. Because of variations in program requirements, students should consult advisers early and often. Communication with the school proposed for transfer is also recommended. Baccalaureate degree programs usually require undergraduate work in the biological or physical sciences or both, in English, psychology, and sociology. Some also require such subjects as art, education, drawing and design, speech, and 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, 164 Oregon Hall.

Graduate programs, leading to a certificate of proficiency or a master's degree, require the same preparation as the transfer programs, 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 (GRE) Aptitude Test.

Both transfer and graduate programs require three letters of recommendation from undergraduate teachers, counselors, or employers.

Individual inquiries are welcomed by the American Occupational Therapy Association, 1383 Piccard Drive, Suite 301, Rockville, Maryland 20850.

Optometry, Preparatory

Marliss Strange, M.A., Academic Advising and Student Services; Head Adviser

The University offers courses which satisfy admission requirements for 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 organic chemistry, psychology, social science, literature, philosophy, statistics, and foreign languages.

All applicants must take the Optometry College Admission Test (OCAT), usually given in fall and spring. Applicants must also submit letters of evaluation from science instructors.

Practicum opportunities are available to students who want experience observing optometrists at work.

Individual inquiries are welcomed by the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141.

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 admission requirements for the five accredited colleges of podiatric medicine in the United States.

Information on the specific requirements, on the Medical College Admission Test, 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, in San Francisco, participates in the WICHE program.

Prelaw Preparation

164 Oregon Hall

Telephone 686-3211

Jack W. Bennett, Ph.D., 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 or 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, and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training areas.

The University of Oregon School of Law recommends the following courses for student consideration. They are not required for admission, nor do they substitute for a broad, well-developed educational background.

Introduction to Financial Accounting (Actg 221, 222), 6 credit hours.

Introductory Economic Analysis (Ec 201, 202), 6 credit hours.

English Composition (Wr 121, 122, 123), 9 credit hours.

English History (Hst 304, 305, 306), 9 credit hours.

Literature and further English composition courses.

History of the United States (Hst 201, 202, 203), 9 credit hours.

Social and Political Philosophy (Phi 307, 308, 309), 9 credit hours.

Political Theory (PS 430, 431, 432), 9 credit hours.

Introduction to Psychology (Psy 201), 4 credit hours.

Introduction to Sociology (Soc 201), 3 credit hours.

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 the Testing Office, 238 Counseling Center (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 average scores. The Learning Resources Center (5 Friendly Hall) sponsors moderately priced review courses each term.

Structural Planning (Arch 506), Seminar: Graduate Structural Planning (Arch 507).

MEDIA FOR DESIGN DEVELOPMENT:

Introduction to Design Development Media (Arch 224), Descriptive Geometry (Arch 316*), Media for Design Development (Arch 320*), Design Integration and Communication (Arch 378*, 379), Advanced Design Development Media (Arch 420*), Analysis through Recording of Historic Buildings (Arch 421), Construction Communications (Arch 478).

HISTORY AND THEORY OF PLACE-RESPONSE:

Understanding Landscapes (LA 260*), Site Planning (LA 360*), Seminar: Studies in Architectural Context (Arch 407*), Seminar: Studies of Organizational Structure (Arch 407), Seminar: Urban Seminar (Arch 407), Experimental Course: Studies in Urban Design Theory (Arch 410), Analysis through Recording of Historic Buildings (Arch 421), Settlement Patterns (Arch 431, 432, 433), Ecological Implications in Design (Arch 434), Climate Analysis for Design (Arch 438), Critical Issues in Urban Environment (Arch 439*), Essential Considerations in Architecture and Design Synthesis (Arch 451), Architecture as Form (Arch 455), Contemporary American Landscape (LA 491), Case Studies in Historic Places and Buildings (Arch 531), The Urban Building (Arch 552), Daylighting (Arch 592).

HISTORY AND THEORY OF HUMAN ACTIVITY SUPPORT:

Color Theory and Application for the Built Environment (IArc 347), Seminar: Multi-Family Housing (Arch 407), Seminar: Studies in Architectural Context (Arch 407), Seminar: Studies of Organizational Structure (Arch 407), Settlement Patterns (Arch 431, 432, 433), Social and Behavioral Factors in Design (Arch 443*), Essential Considerations in Architecture and Design Synthesis (Arch 451*).

HISTORY AND THEORY OF SPATIAL ORDERING:

Structure Systems (Arch 368, 369), Seminar: Studies in Architectural Context (Arch 407), Seminar: Studies of Organizational Structure (Arch 407), Experimental Course: Studies in Urban Design Theory (Arch 410), Analysis through Recording of Historic Buildings (Arch 421), Experiential Considerations in Architecture and Design Synthesis (Arch 451), Architectural Precedents and Principles (Arch 453), Architecture as Form (Arch 455*), Spatial Composition and Dynamics (Arch 456*), Types and Typology (Arch 458*), Seminar: Architectural Theory (Arch 507).

HISTORY AND THEORY OF CONSTRUCTION AND STRUCTURE:

Fundamentals of Structure Systems (Arch 265*), Introduction to Structures (Arch 365*), Theory of Structures I (Arch 366*, 367*), Structure Systems (Arch 368, 369), Materials and Processes of Construction (Arch 370*, 371*), Materials of Interior Design (IArc 370, 371), Structural Planning (Arch 412), Seismic Study (Arch 462), Theory of Structures II (Arch 465, 466, 467[G]), Preservation and Restoration Technology (Arch 474), Preservation Technology: Masonry (Arch 475), Construction Com-

munications (Arch 477, 478*, 479), Special Problems: Advanced Structural Planning (Arch 506), Seminar: Graduate Structural Planning (Arch 507), Case Studies in Historic Places and Buildings (Arch 531), Theory of Structures III (Arch 565, 566, 567).

HISTORY AND THEORY OF ENVIRONMENTAL CONTROL:

Environmental Control Systems (Arch 391*, 392*, 393*), Experimental Course: ECS Seminar (Arch 410), Ecological Implications in Design (Arch 434), Solar Heating (Arch 491), Passive Cooling (Arch 493), Daylighting (Arch 592).

CONTEXT OF THE ARCHITECTURAL PROFESSION:

Survey of Interior Design (IArc 204), Introduction to Landscape Architecture (LA 225), Survey of Urban and Regional Planning (PPPM 350), Practicum (Arch 409), Experimental Course: Context of the Architecture Profession (Arch 410*), Architectural Practice (Arch 429*), Construction Communications (Arch 479), Housing and Urban Renewal (PPPM 555).

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 not available for design credit.

Majors may take any course on either a graded or a Pass/No pass (P/N) basis. The minimum allowable number of graded courses is set by University regulations.

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of freshman and transfer (including change-of-major) applicants are admitted to the first year of the B.Arch. program each year. A smaller number of applicants from other NAAB-accredited or -recognized feeder programs are admitted as advanced transfers. Prospective students should request application packets during the fall prior to the fall term in which they wish to enter the program. Later requests may jeopardize the applicant's ability to fulfill application requirements by the deadline. The B.Arch. degree requires a five-year program of study; transfer students should be aware that an accelerated program normally is not possible.

The admission review focuses on (a) creative capability, (b) academic capability, and (c) potential program contribution through diversity of background, experience, maturity and/or breadth of general knowledge. Students are expected to submit specific materials supporting each of these attributes.

All accepted applicants must be academically secure. To be considered, freshman applicants must have grades and scores that meet at least four of the following five indices: High School GPA—3.00; Test of Standard Written English (TSWE)—38; Verbal Scholastic Aptitude Test (SAT)—400; Mathematical SAT—450; Total

SAT—950. In addition, students whose first language is not English must score at least 550 on the Test of English as a Foreign Language (TOEFL). Students with TOEFL scores of 500 to 549 may be accepted contingent upon attainment of the 550 level through intensive language instruction.

The University deadline for undergraduate applications to the architecture program is January 15 (see the section on admission to professional schools, page 15). The deadline for completion of the departmental application is February 15. All applicants must meet both deadlines. Students will receive notices concerning their applications after April 1.

Summer Architecture Academy

The University's new Summer Architecture Academy offers prospective students a chance to "try on the field for size" in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work.

Professional training in architecture, interior architecture, and landscape architecture requires a large commitment of time, energy, and money, so the decision to enter a degree program should be made carefully. The academy—primarily for students who have completed grade ten and are not yet college juniors—is an excellent means of acquiring both information and experience to make a sound decision. The academy may expand its offerings to include students with B.A. or B.S. degrees during 1984.

Information about the Summer Architecture Academy may be obtained by writing: Summer Architecture Academy, School of Architecture and Allied Arts, University of Oregon, Eugene, Oregon 97403.

Graduate Studies

There are three programs of graduate study in architecture at the University: Option I (approximately one year in length), Option II (approximately two years), and Option III (a little over three years).

The Option I program leads to the Master of Architecture (M.Arch.) 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 M.Arch. as a *first* professional degree. Students in these programs have access to the entire basic five-year professional curriculum in the department. The Option II program, which normally takes six or seven terms, 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 B.A. or B.S. degree upon entering. Fifteen new students each are admitted to the Option II and III programs per 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 significant architectural subjects related to faculty expertise in:

(1) Historical precedents, urban and vernacular building (including course work in historic preservation); (2) history and theory of architecture and urban design; (3) solar research, especially passive and microclimate principles; (4) structural systems and seismic considerations; (5) daylighting and color; (6) place-response (including course work in landscape architecture); and (7) interior design (course work in interior architecture).

An Option I student is expected to develop a personal program within an area of interest and within the areas of faculty expertise listed above. This individual study program culminates in an M.Arch. thesis, which synthesizes and clearly communicates the work. For more information, see the description of the master's degree with thesis in the Graduate School section of this catalog.

A typical M.Arch. study program focuses on one or several significant architectural topics and usually relies heavily on the design probe as a study method. It draws upon professional and general University courses, seminars, and personal consultation with a faculty adviser. Students should review this catalog for courses taught in other departments.

Students in the Option I program are required to complete 45 credit hours of work in graduate-level courses. 30 of the 45 credit hours must be earned in the Department of Architecture, 9 in 500-level courses; 9 must be in Thesis (Arch 503) and the remaining 36 in nonthesis, formal courses.

Option I applications may be submitted at any time, but Option I graduate students ordinarily begin their work in the fall term.

Options II and III. These programs enable persons with nonprofessional architectural degrees and persons with degrees in fields other than architecture to obtain the M.Arch. as a first professional degree.

Option II and III students must complete the professional curriculum with 60 credit hours in design and 74 credit hours in subject area courses. Consequently, much of the course work is taken with departmental undergraduates.

Graduate students must also take 45 graduate credit hours for the master's degree, 30 of which must be in the major, and 9 of which must be at the 500 level.

Normally, Option II can be completed in six terms (two academic years) and Option III in ten 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 architecture program. Option III students 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 courses (such as Basic Design or Environmental Design) for up to 6 of the required 60 credit hours in design, 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 credit hours must be in 500-level seminars; (b) 6 credit hours must be in 500-level research, which may include independent technical study or instructor-directed research; (c) a design or research departmental terminal project (copy to be bound for the Architecture and Allied Arts Library); (d) 24 credit hours of design (exclusive of terminal project) must be taken in residence; (e) 30 credit hours in the subject area must be taken in residence.

All graduate students are required to begin their work in the fall term; the department does not have a late admissions program. A number of graduate teaching fellowships (GTF's) are available to particularly well-qualified graduate students. These are usually awarded to second-year Option I and II students.

Graduate Application Procedures

Prospective students may receive a detailed description of the graduate program by writing directly to the Graduate Secretary, Department of Architecture. Those students with some architectural education (Option I or II) may want to request GTF application forms. Applications should be postmarked by February 1. Notices of decisions on applications are mailed after April 1.

In keeping with general University policy, applications from ethnic minorities and women are encouraged.

Leave of Absence

Both undergraduate and graduate students may interrupt their courses of study for various reasons. In order for the department to plan for maximum use of resources and to avoid the stress of overenrollment, students should notify the department of any leave of absence and the expected date of return. A leave of absence form is available in the department office. Returning students must notify the department of their expected date of return at least two terms before returning in order to be guaranteed access to design studio during the academic year of their return. Students may renew their leave of absence status, accumulating up to five years of leave. After five years, or upon failing to complete the leave-of-absence terms of agreement, a student's major status may be revoked. Students wishing to return after a five-year period must reapply for admission to the program.

Courses Offered

Design Area

Up to 6 credit hours of landscape architecture or interior architecture design studio may be used to satisfy the 60-credit-hour design requirement (LA 289, 389, 489, 589; IArc 388, 486, 487).

Arch 181, 182. Architectural Design. 6 credit hours each term. 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. P/N course; majors only.

Arch 281, 282. Intermediate Architectural Design. 6 credit hours each 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. Prerequisites: Arch 181, 182. 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. Prerequisites: Arch 281, 282. P/N course; majors only.

Arch 481, 482. Advanced Architectural Design. (G) 6 credit hours each term. Advanced design studio allowing in-depth work on complex design projects and design development beyond that normally possible in less advanced studios. Two terms (12 credit hours) are required. This studio counts toward the completion of the required 60 design credit hours. Prerequisite: 42 credit hours of architectural design. P/N course; majors only.

Arch 581, 582. Graduate Architectural Design: Option III. 6 credit hours each term. Execution of design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Students encouraged to develop techniques of problem formulation and a strong theoretical basis for design decision making. Emphasis on developing capabilities in graphic and visual thinking in architectural design. P/N course; majors only.

Arch 585. Graduate Architectural Design: Option II. 6 credit hours any term. Design projects requiring comprehensive and integrative study. Students become familiar with the various kinds of architectural studies available in the department and add this understanding to their previous background and begin to integrate their education about design. Emphasis placed on design as exploration of fundamental theoretical ideas. P/N course; majors only.

Subject Area Courses

Arch 101. Skills and Content in Design. 3 credit hours. Introduction to basic areas of consideration for environmental design, to basic design processes, and to basic design-development media.

Arch 102. Essential Considerations in Architecture. 3 credit hours. Frames of reference essential in design of human habitat and designer's use of them: supporting activities and purposes, establishing longevity, responding to problems and opportunities of place, maintaining historical continuity, integrating construction, integrating services and environmental control, establishing vitality, and achieving clarity.

Arch 224. 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. Use of media types as appropriate in the following stages of design development: beginnings (issue base, criteria, precedents); contextual analysis; development of project components; development of appropriate organizational structure; testing 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 nonmathematical approach using historical and contemporary examples. Structural elements, materials, and forms. Only for majors 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. Prerequisites: Arch 181, 182. P/N only.

Arch 316. Descriptive Geometry. 3 credit hours. Proof and application of the theorems of descriptive geometry including fundamental views of orthographic projection, intersections, developments, shades and shadows, flat and cylindrical picture plane perspective projection. Prerequisites: Arch 181, 182.

Arch 320. Media for Design Development. 3 credit hours any term. Applied study of specific media types useful in the following stages of design development: beginnings, contextual analysis, development of project components, development of appropriate organizational structure, testing of design proposals. Subject matter varies from term to term. Prerequisites: fundamentals of media for design; instructor's consent.

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 analytic and graphic methods, strength of materials. Prerequisites: Ph201, 202.

Arch 366. Theory of Structures I. 4 credit hours. Application of mathematics and mechanics to the design of steel and wood building structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Winter term. Prerequisite: 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 1- and 6-credit-hour options. For 6 credit hours, 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. Students receive advice and criticism from practicing professionals during the progress of the project and in the review. Spring term. Prerequisite: Arch 366.

Arch 368, 369. 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 370, 371. Materials and Processes of Construction. 3 credit hours each term. Introduction to the nature of materials and building processes. 370: framed structures, wood, and metals; 371: masonry and concrete. Influence of construction on design decisions; study of historic and contemporary examples; properties of materials. Prerequisite: Arch 265 or 365.

Arch 378. 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. P/N only. Prerequisite: 24 credit hours in design.

Arch 379. 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, as well as scope, depth, and variety of issues in the entire field. Works compared to those of other architects, past and present. Offered concurrently with Arch 378. P/N only.

Arch 391, 392. 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. Prerequisite: working knowledge of algebra, trigonometry, and basic physics. Open to nonmajors. Not offered 1983-84.

Arch 393. Environmental Control Systems. 4 credit hours. Further investigation of Arch 391, 392 subject matter through the design of the control systems. Prerequisites: Arch 391, 392. Not offered 1983-84.

Note: The sequence Arch 391, 392, 393 is offered every other year. Advanced ECS courses such as climate analysis and design, daylighting, solar heating, acoustics, electric lighting, electricity distribution, and HVAC systems are offered in the alternate years.

Arch 407. Seminar. (G) Credit hours to be arranged. A variety of seminars are offered by the Department of Architecture each year. Recent topics include Seismic Studies, Studies in Architectural Context, Preservation Technology, Architectural Programming, Design with Climate, Solar Energy, Studies in Organizational Structure, Architectural Publication, and Multiple and Family Housing.

Arch 408. Workshop. (G) Credit hours to be arranged.

Arch 409. Practicum. (G) Credit hours to be arranged. The architectural experience practicum provides in-office experience with participating local architectural and engineering firms for selected advanced students without prior office experience. Includes discussions on professional practice and field trips. Cannot be taken the same term as Arch 380 and 481. P/N only.

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 environmental research. P/N only.

Arch 412. Structural Planning. (G) 3 credit hours. Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. The study of operations-research techniques. Prerequisites: Arch 365, 366, 367.

Arch 414. Architectural Education. (G) 3 credit hours. Comparative study of methodologies in architectural education; examination of existing curricula and identification of new opportunities for curricular development. P/N only.

Arch 420. Advanced Design Development Media. (G) 3 credit hours. Advanced-level examination of issues in media as they occur within the following stages of design development: beginnings, contextual analysis, development of project components, development of project organizational structure, testing design proposals. Also affords opportunity to deal with other media or media issues with instructor's consent. Prerequisite: 9 credit hours in architectural media.

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. Analysis of historic drawings, photography, and descriptions as to their original purposes and appropriate interpretations in contemporary historic restoration. Field and laboratory work. Prerequisites: courses in media, structure, design; advanced graduate status. Open to historic preservation majors. Offered alternate years; not offered 1983-84.

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 only.

Arch 431, 432, 433. Settlement Patterns. (G) 3 credit hours each term. Investigates the three-dimensional structuring of 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 434. 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 438. Climate Analysis for Design. (G) 3 credit hours. Lectures and problems in climate analysis for design, as related to buildings and to comfort. Prerequisites: Arch 391, 392 and instructor's consent.

Arch 439. 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. 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 443. 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. Prerequisites: Arch 181, 182.

Arch 451. Essential Considerations in Architecture and Design Synthesis. (G) 3 credit hours. Areas of consideration and actions that underlie the appropriate structuring and development of built places for human use and habitation. Emphasis on detailed analysis of case studies at different scales and on implications for design process and use of design-development media.

Arch 453. Architectural Precedents and Principles. (G) 3 credit hours. Historical places analyzed comprehensively to develop principles applicable to contemporary design analysis. Principles and lessons primarily derived from investigation of particular time, place, and culture in which the building was made. Prerequisite: instructor's consent.

Arch 455. Architecture as Form. (G) 3 credit hours. Architectural analysis and comparison as tools for the architect using historical and contemporary works as examples in presentations 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 456. 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 credit hours of Arch 380.

Arch 458. Types and Typology. (G) 3 credit hours. Defined as a classification of experience, typology suggests a study of the architectonic types (element, spatial, generic, building, situational) and of inherent principles to which the designer has immediate and direct access in the historical laboratory of towns and buildings. Prerequisite: 30 credit hours in architectural design.

Arch 462. Seismic Study. (G) 3 credit hours. Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, and influence of building's configuration on its response to earthquake loads. Calculations limited to static approximation of dynamic loads on buildings with conventional shapes and structural systems. Qualitative analysis of models. Prerequisite: Arch 367.

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. Prerequisites: Arch 366, 367.

Arch 474. Preservation and Restoration Technology. (G) 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. Emphasis on 19th and early 20th

centuries. Lectures, visiting specialists, and student-related research projects and interpretive problems. Prerequisites: courses in structure, construction, architectural history, and design; and graduate or advanced standing. Open to historic preservation majors.

Arch 475. Preservation Technology: Masonry. (G) 3 credit hours. History and preservation of traditional masonry construction; emphasis upon the 19th and early 20th centuries. Covers brick, terra cotta, and dimension stone. Prerequisite: instructor's consent.

Arch 477, 479. 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; Arch 370, 371 recommended.

Arch 478. Construction Communications. 4 credit hours. Examination of the information required for communication of the construction processes in building. Methods and techniques of working drawings. Prerequisite: 6 terms of design; Arch 370, 371 recommended.

Arch 491. Solar Heating. (G) 3 credit hours. A continuation of solar energy topics from Arch 391, 392, with advanced calculation procedures and closer examination of applications. Emphasis on both the design implications and performance predictions for passive and active approaches to solar heating. Prerequisite: Arch 391, 392 and instructor's consent.

Arch 493. Passive Cooling. (G) 3 credit hours. Approaches to passive or natural cooling of buildings, emphasizing the design implications of each approach. Basic theory, examples of application, and special problems in topics of ventilation and storage mass, radiation, evaporation, earth contact and shading. Prerequisite: Arch 391, 392 and instructor's consent.

Arch 507. Seminar. Credit hours to be arranged. Recent seminar topics included graduate structural planning, architectural theory, studies in preservation technology, daylighting in architecture, passive cooling, and the urban building.

Arch 531. Case Studies in Historic Places and Buildings. 3 credit hours any term. Projects, aspects of buildings, and larger groups of buildings; adaptation, preservation, and restoration of historic structures. Prerequisite: graduate or advanced standing. Open to historic preservation majors.

Arch 552. The Urban Building. 3 credit hours. Architectural characteristics of urban buildings as cumulative generators of city form; provides a first philosophical and theoretical base for designers. Investigation into the principles of urban architecture through lectures, readings, discussions, and critical analysis of projects and existing structure. Prerequisite: Arch 439.

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. Prerequisites: Arch 465, 466, 467.

Arch 592. Daylighting. 3 credit hours. Analysis of daylighting for buildings; numerical, graphic, and model predictive techniques; field measurements; case histories to illustrate contemporary and historical uses of daylighting. Prerequisites: Arch 391, 392 and instructor's consent.

Other Courses Available for Architecture Subject-Area Credit

Note: See departmental sections of this catalog for course descriptions.

Interior Architecture. Survey of Interior Design (IArc 204), Color Theory and Application for the Built Environment (IArc 347), Materials of Interior Design (IArc 370, 371), Furniture and Accessories (IArc 444).

Landscape Architecture. Introduction to Landscape Architecture (LA 225), Understanding Landscapes (LA 260), Site Planning (LA 360), Contemporary American Landscape (LA 491).

Urban and Regional Planning. Survey of Urban and Regional Planning (PPPM 350), Housing and Urban Renewal (PPPM 555). See the Department of Planning, Public Policy and Management (PPPM) for descriptions of these and other available courses.

Art History. Any course in architectural history is eligible for breadth-required credit. Architectural history courses beyond the 9-credit-hour requirement may count as electives.

Special Courses

Note: Students may take up to 9 subject-area elective credit hours through special studies courses (Arch 401, 405, 406, 501, 505, 506) with individual faculty members. Advisers can explain the process for proposing such 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 only.

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 only.

Arch 503. Thesis. Credit hours to be arranged. Open only to master's degree candidates. Department approval required. P/N only.

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 or 686-3656
Lyman Johnson, Director

Potential applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Studies, below).

Participating Faculty

Janice C. Coleman, B.I.Arch., Adjunct Assistant Professor.

Gunilla K. Finrow, M.Arch., Associate Professor.

Arthur W. Hawn, M.A., Associate Professor.

Wayne Jewett, M.F.A., Senior Instructor.

Lyman Johnson, M.A., Professor.

Jim Pettinari, M.Arch., Associate Professor.

Undergraduate Studies

The curriculum in interior architecture is accredited by the Foundation for Interior Design Education Research (FIDER). The five-year program leads to the Bachelor of Interior Architecture (B.I.Arch.) degree. 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; planning, public policy and management; 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. Students work closely with each other and with 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. Transfer students 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, and an accelerated program is not normally possible. Further information about enrollment policies and application deadlines is available in the department office.

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; Test of Standard Written English (TSWE)—38; Verbal Scholastic Aptitude Test (SAT)—400; Mathematical SAT—400; Total SAT—900.

A new curricular structure was instituted in 1982-83. Students must meet the requirements as published in the catalog of the year of their admission. Those needing more specific information should see a program adviser.

Degree Requirements

Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 220 credit hours:

General University Requirements. 45 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—3 credit hours.

Major Program Requirements. 175 credit hours, distributed as follows:

(1) Design Area, 66 credit hours: Architectural Design (Arch 181, 182), 12 credit hours; six terms of Interior Design (IArc 388), 36 credit hours; Furniture Design (IArc 486), 6 credit hours; Fifth-Year Thesis (IArc 488, 489), 12 credit hours.

(2) Subject Area, 82 credit hours: Group I—46 credit hours, including Skills and Content in Design (Arch 101), Experiential Considerations in Design (Arch 102), Survey of Interior Design (IArc 204), Materials of Interior Design (IArc 370, 371), Furniture and Accessories (IArc 444), History of Interior Architecture (ArH 451, 452, 453), Working Drawings, Interiors (IArc 472); plus 16 credit hours from the group of architecture fundamental 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—27 credit hours selected from the following (* marks courses recommended by FIDER): Color Theory and Application for the Built Environment (IArc 347*), Office Practice (IArc 429), Specification Documents (IArc 471), Working Drawings, Interiors (IArc 473).

Architecture: Media for Design Development (Arch 224, 320, 420), Fundamentals of Structure Systems (Arch 265), Design Process and Method (Arch 311), Descriptive Geometry (Arch 316), Introduction to Structures (Arch 365*), Structure Systems (Arch 368, 369), Environmental Control Systems (Arch 391, 392, 393)*, Seminar: Multi-Family Housing (Arch 407), Research Methods (Arch 411), Settlement Patterns (Arch 431, 432, 433), Ecological Implications in Design (Arch 434), Social and Behavioral Factors in Design (Arch 443), Essential Considerations in Architecture and Design Synthesis (Arch 451), Architecture as Form (Arch 455), Spatial Composition and Dynamics (Arch 456), Types and Typology (Arch 458).

Landscape Architecture: 6 credit hours from the landscape subjects program.

Planning, Public Policy and Management: Survey of Urban and Regional Planning (PPMP 350).

Art History: 9 credit hours in courses different from those used to satisfy Group II.

Fine Arts: 15 credit hours from the various areas. **Note:** The program director may approve additional courses for this group.

(3) Elective Areas, 27 credit hours: Students are encouraged to select a mixture of departmental and nondepartmental courses throughout the five-year program.

(4) Special Courses: The following special courses may be developed and approved for credit in subject or elective areas: Research (Arch 401, 501), Reading and Conference (Arch 405, 505), Special Problems (Arch 406, 506), Seminar (Arch 407, 507), Workshop (Arch 408), Practicum (Arch 409).

Majors may take any graded course in the department on either a graded or a Pass/No pass (P/N) basis. The maximum allowable number of P/N courses is set by University regulations.

Graduate Studies

The University has two programs of study in interior architecture.

The Option IV program leads to the Master of Architecture (M.Arch.) with 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 (B.I.Arch.). This program normally takes nine terms. Applicants must have a B.A. 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 provides an opportunity—beyond that normally offered by five-year professional B.I.Arch. and interior design programs—to study significant architectural subjects. Option IV students are expected to become familiar with the people and resources in the department and the variety of research and creative work in progress, and then to initiate and develop personal study programs that relate closely to that work. These individual study programs normally culminate in M.Arch. theses, which synthesize and report the work done.

A typical master's degree 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 student-initiated investigation. 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 credit hours must be in the Department of Architecture, 9 in Thesis (Arch 503) and 36 in nonthesis courses.

Option V: Bachelor of Interior Architecture

The Option V program provides students with work leading to the first professional degree,

the B.I.Arch. Because Option V students must complete the normal 136 credit hours of design and subject work 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 B.I.Arch. degree. Substitutions apply to work done after students have initiated a program on Option V status at the University:

(1) Option V students may substitute work in other appropriate courses for up to 6 of the required 54 credit hours in design.

(2) Option V students may substitute work in other appropriate courses for up to 15 of the required 82 subject credit hours.

Option V students are initially enrolled in the graduate design studio (Arch 581, 582) as a prerequisite to the interior design studio courses (IArc 388).

Applications for Option IV and V students should be postmarked by February 1. Notices of decisions on applications are mailed after April 1.

Courses Offered in Interior Architecture

Design Area

Arch 181, 182. Architectural Design. 6 credit hours each term. 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. P/N course; majors only.

IArc 288. Creative Problems in Interior Architecture. 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. Prerequisites: Arch 181, 182; IArc 204. P/N only. Not offered 1983-84.

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 field trips. Prerequisites: Arch 101, 181, 182. P/N course; majors only.

IArc 486, 487. 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. Prerequisites: IArc 444, and 18 credit hours in IArc 388 or Arch 380. Open to nonmajors with instructor's consent. P/N only.

IArc 488, 489. Interior Design Terminal Project. 6 credit hours each term. Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Prerequisite: 30 credit hours in IArc 388. P/N course; majors only.

Arch 581, 582. Graduate Architectural Design: Option III. 6 credit hours each term. Execution of design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Students encouraged to develop techniques of problem formulation and strong theoretical basis for design decision making. Emphasis on developing capabilities in graphic and visual thinking in architectural design. P/N course; majors only.

IArc 588. Advanced Interior Design. 1-12 credit hours any term. Studio-based investigation of special aspects of interior design. Prerequisites: fifth-year or graduate standing and instructor's consent. P/N course; majors only.

Interior Design: Subject

Arch 101. Skills and Content in Design. 3 credit hours. Introduction to basic areas of consideration for environmental design, basic design processes, and basic design-development media.

Arch 102. Essential Considerations in Architecture. 3 credit hours. Frames of reference essential in design of human habitat and designer's use of them; supporting activities and purposes, establishing longevity, responding to problems and opportunities of place, maintaining historical continuity, integrating construction, integrating services and environmental control, establishing vitality, and achieving clarity.

IArc 204. 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 nonmajors.

Arch 224. 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. Use of media types as appropriate in the following stages of design development: beginnings (issue base, criteria, precedents), contextual analysis, development of project components, development of appropriate organizational structure, testing appropriate 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. Prerequisites: Arch 181, 182. P/N only.

Arch 316. Descriptive Geometry. 3 credit hours. Proof and application of the theorems of descriptive geometry including fundamental views of orthographic projection, intersections, developments, shades and shadows, flat and cylindrical picture plane perspective projection. Prerequisites: Arch 181, 182.

Arch 320. Media for Design Development. 3 credit hours any term. Applied study of specific media types useful in the following stages of design development: beginnings, contextual analysis, development of project components, development of appropriate organizational structure, testing design proposals. Subject matter varies from term to term. Prerequisite: fundamentals of media for design; instructor's consent.

IArc 347. Color Theory and Application for the Built Environment. 3 credit hours. 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. Prerequisites: Arch 181, 182 or instructor's consent.

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 analytic and graphic methods, strength of materials. Prerequisites: Ph 201, 202.

Arch 366. Theory of Structures I. 4 credit hours. Application of mathematics and mechanics to the design of steel and wood building structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Winter term. Prerequisite: Arch 365.

Arch 367. Theory of Structures II. 1 or 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 1- and 6-credit options. For 6 credit hours, 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. Students receive advice and criticism from practicing professionals during the

progress of the project and in the review. Spring term. Prerequisite: Arch 366.

IArc 370, 371. 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 instructor's consent.

Arch 391, 392. 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. Prerequisite: working knowledge of algebra, trigonometry, and basic physics. Open to nonmajors. Not offered 1983-84.

Arch 393. Environmental Control Systems. 4 credit hours. Further investigation of Arch 391, 392 subject matter through the design of the control systems. Prerequisites: Arch 391, 392. Not offered 1983-84.

Note: The sequence Arch 391, 392, 393 is offered every other year. Advanced ECS courses such as climate analysis and design, daylighting, solar heating, acoustics, electric lighting, electricity distribution, and HVAC systems are offered in the alternate years.

Arch 411. Research Methods. (G) 3 credit hours. Introduction to research methodology, with special emphasis on problems in environmental research. P/N only.

Arch 420. Advanced Design Development Media. (G) 3 credit hours. Advanced-level examination of issues in media as they occur within the following stages of design development: beginnings, contextual analysis, development of project components, development of project organizational structure, testing design proposals. Also affords opportunity to deal with other media or media issues with instructor's consent. Prerequisite: 9 credit hours in architectural media.

IArc 429. Office Practice, Interiors. (G) 2 credit hours. Office procedure for the interior designer in private practice; trade contracts, discounts, inter-professional relations; sources of materials.

Arch 431, 432, 433. Settlement Patterns. (G) 3 credit hours each term. Investigates the three-dimensional structuring of 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 434. 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 439. 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. 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 443. 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. Prerequisites: Arch 181, 182.

IArc 444. 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 instructor's consent.

Arch 451. Essential Considerations in Architecture and Design Synthesis. (G) 3 credit hours. Areas of consideration and actions that underlie the appropriate structuring and development of built places for human use and habitation. Emphasis on detailed analysis of case studies at different scales and implications for design process and use of design-development media.

Arch 455. Architecture as Form. (G) 3 credit hours. Architectural analysis and comparison as tools for the architect using historical and contemporary works as examples in presentations 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 456. 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 credit hours in Arch 380.

Arch 458. Types and Typology. (G) 3 credit hours. Defined as a classification of experience, typology suggests a study of the architectonic types (element, spatial, generic, building, situational) and of inherent principles to which the designer has immediate and direct access in the historical laboratory of towns and buildings. Prerequisite: 30 credit hours in architectural design.

IArc 471. Specification Documents in Interior Design. (G) 1 credit hour. In-depth study of detailed information required in preparing specification documents as related to the process of construction and furnishing of interior space.

IArc 472, 473. Working Drawings in Interior Architecture. 4 credit hours each term. Preparation of working drawings for projects in interior architecture. Majors only.

Arch 592. Daylighting. 3 credit hours. Analysis of daylighting for buildings; numerical, graphic, and model predictive techniques; field measurements; case histories to illustrate contemporary and historical uses of daylighting. Prerequisites: Arch 391, 392 and instructor's consent.

Interior Design: 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 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 only.

Arch 503. Thesis. Credit hours to be arranged. Open only to master's candidates. Departmental approval required. P/N only.

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.

Landscape Architecture

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Kenneth I. Helphand, Department Head

Faculty

Ann Bettman, M.L.A., Assistant Professor (plants). B.A., 1967, Boston; B.L.A., 1978, M.L.A., 1979, Oregon.

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Ron Cameron, B.L.A., Adjunct Assistant Professor (site development). B.A., 1963, Stanford; B.L.A., 1967, Oregon; Reg. Landscape Architect, Oregon.

Jerome Diethelm, M.L.A., Professor (land planning research, site planning and design). B.Arch., 1962, Washington; M.L.A., 1964, Harvard; Reg. Architect, Oregon; Reg. Landscape Architect, Oregon.

Kenneth I. Helphand, M.L.A., Associate Professor (landscape history, literature, and theory). B.A., 1968, Brandeis; M.L.A., 1972, Harvard.

George S. Jette, B.L.A., Professor Emeritus (recreational planning and design). B.L.A., 1940, Oregon.

Ronald J. Lovinger, M.L.A., Professor (planting design theory, landscape transformation). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania.

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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.

Wallace M. Ruff, M.S., Professor Emeritus (research, experimentation, introduction of plants). B.S., 1934, Florida; M.S., 1950, California, Berkeley.

Rick Satre, B.L.A., Adjunct Assistant Professor (landscape construction). B.L.A., 1977, Oregon.

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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 to the creation of a landscape that respects the land, its processes, and its integrity; aids in the fulfillment of human potential; and aspires to art.

Landscape architecture is both a science and an art. It is based on a scientific knowledge of natural processes coupled with an awareness of historical, cultural, and social dynamics. Landscape architects are concerned with the transformation of these understandings into the physical form, into landscape design on all scales.

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 (B.L.A.). 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 capable of playing a central, professional role in the evolving landscape.

Opportunities are provided for collaboration on planning and design problems with students in architecture, urban planning, and other disciplines, in recognition of the integrated, comprehensive nature of environmental planning and design.

Curriculum Options. The curriculum represents a recommended path toward the degree. It is expected to vary according to the interests, goals, and previous experience of individual students and should be planned with the help of faculty advisers.

The options and departmental electives offered reflect the need both to provide a wide range of environmental subject material and to introduce the rapidly expanding spectrum of career areas within the profession. Emphases include ecological and resource analysis, land conservation and development, urban neighborhood development of waterways and agricultural lands, private agency professional practice, public agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture, with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure. The undergraduate curriculum consists of four interrelated areas:

Planning and Design. This is a series of studio courses on the development and communication of solutions to site and other environmental problems, especially through specific physical design proposals. It is also concerned with the physical-spatial implications of planning policies and management policies and programs. Tutorial studio work is the integrative heart of the curriculum.

Subjects. Six subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology; plant materials; history, literature, and theory of landscape architecture; media

and communication; planning; and fine arts. Course work in these areas, offered through various departments, is provided in a core and option format which encourages the student to participate with an adviser in structuring an individualized educational program.

Supporting Subjects. Providing supplementary course work in technical, topical, and research facets of the profession, this area also includes courses relating to special faculty interests and reflecting contemporary career opportunities and research in landscape architecture.

Electives. This area, which includes general University requirements, provides for wide personal choice in structuring course work in arts and letters, social sciences, 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 help develop perceptual skills and the ability to explore and communicate ideas graphically.

Problem Solving. Courses in philosophy, mathematics, and other natural sciences aid in the development of analytical skills.

Environmental Awareness. Courses in ecology, biology, botany, geology, and geography help begin the long process of understanding the complex interrelationships and interdependencies of humankind and the environment.

Human Behavior. Courses in psychology, sociology, history, government, and related subjects help explain human needs, values, attitudes, and activities and are useful in preparing for the design of physical places.

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. 82 credit hours, 13 studios required. 1st year: 2 studios (Arch 181, 182); 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, comprehensive project; 1 option).

Transfer students typically enter the program in the second year.

Architectural Design (Arch 380), Workshop: Design (Summer) (LA 408), and Practicum (LA 409) are possible options, as are the LA studios.

Subjects. 64 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) or Experimental Course: Introduction to Site Planning (LA 410); Site Development I (LA 362); Site Construction I (LA 366); Workshop: Surveying (LA 408); Introduction to Landscape Planning Analysis (LA 440). Optional courses include Introduction to Structures (Arch 365, plus architecture structures sequence); Workshop: Irrigation (LA 408); Site Development II (LA 459); Site Construction II (LA 460); Construction Communication (LA 461); Landscape Planning Analysis (LA 511-513); and Landscape Planning and Computer Applications (LA 515).

(2) Plant Materials, core courses, 15 credit hours: Plant Communities and Environments (LA 226); Introduction to Ecology (Bi 272); Plants (LA 326, 327, 328); Planting Design Theory (LA 431). Optional courses include Urban Farm (LA 390); The Garden (LA 432); Systematic Botany (Bi 438).

(3) History, Theory, and Literature of Landscape Architecture, 9 credit hours minimum. Introduction to Landscape Architecture (LA 225); Understanding Landscapes (LA 260); History of Landscape Architecture (ArH 478, 479); Landscape Perception (LA 490); Contemporary American Landscape (LA 491); Research: Landscape Architecture (LA 501); Experimental Course: Design and Behavior Interaction (LA 510); Experimental Course: Landscape Preservation (LA 510); Land and Landscape (LA 543).

(4) Media courses, 7 credit hours: Introduction to Design Development Media (Arch 224). Options include Media for Design Development (Arch 330); Workshop: Drawing (LA 408); Experimental Course: Landscape Media (LA 410); Advanced Design Development Media (Arch 420); Experimental Course: Advanced Landscape Media (LA 510).

(5) 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.).

(6) Fine arts, 6 credit hours.

Supporting Subjects. Aerial Photo Interpretation and Remote Sensing (Geog 312); Reading and Conference (LA 405, 505); Special Problems (LA 406); Seminar (LA 407, 507); Essential Considerations in Architecture and Design Synthesis (Arch 451).

Note: Of the 220 credit hours required for the B.L.A., 82 must be in the Planning and Design Area and 72 in the Subjects Area. The remaining 74 are distributed between Supporting Subjects (above) and Electives (below).

Electives. Must include a minimum of 45 credit hours of general University requirements, 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—3 credit hours.

Graduate Studies

The two-year graduate program in landscape architecture leading to the degree of Master of Landscape Architecture (M.L.A.) is intended for those students who are especially prepared to do original work in the field. This may include research in any of the numerous subareas of the profession, community service projects that

contribute to the development of harmonious human-land relationships in the region, and pedagogical preparation for teaching at the university level. Student programs are individually designed and structured within the framework of departmental, university, and community resources. Programs combining work in two or more divisions of the school are encouraged.

Requirements

The M.L.A. degree requires a minimum of 45 credit hours: (1) 30 credit hours are normally taken within the department and 15 in 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 a B.L.A. or the equivalent before beginning graduate work.

A B.L.A. degree usually requires three years of additional study beyond a first baccalaureate degree. Requirements for graduate students working on the B.L.A. as a second baccalaureate degree differ from the undergraduate B.L.A. requirements as follows: (1) Graduate students begin the program with third-year courses, and (2) they are exempt from the fine arts and planning requirements. Eligibility for graduate study beyond the B.L.A. depends on a demonstrated capacity for original endeavor. Students can pursue both a second baccalaureate degree and an M.L.A. simultaneously. Some students earn both B.L.A. and M.L.A. degrees 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: Planting Design Theory (LA 431); The Garden (LA 432); Site Development II (LA 459); Site Construction II (LA 460); Construction Communication (LA 461); Landscape Perception (LA 490); Contemporary American Landscape (LA 491); Research (LA 501); Reading and Conference (LA 505); Special Problems (LA 506); Seminar (LA 507); Graduate Terminal Project (LA 509); Experimental Course: Advanced Landscape Media (LA 510); Experimental Course: Design and Behavior Interaction (LA 510); Experimental Course: Landscape Preservation (LA 510); Landscape Planning Analysis (LA 511, 512, 513); Landscape Planning and Computer Applications (LA 515); Land and Landscape (LA 543).

General University regulations governing graduate admission are 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. Lectures and multimedia presentations by faculty offer introduction and background for the

profession. Members of related professions demonstrate the wide scope of the field and its interdisciplinary relationships. For majors and nonmajors.

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. Weekly lecture-field trips help 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, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values.

LA 289. Landscape Architectural Design. 3-6 credit hours any term. 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. 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 360. Site Planning. 3 credit hours. Introduction to the evolving ideas, crafts, methods, and technologies associated with various facets of site planning: site analysis, design methods, site development and construction, and impact assessment. Prerequisite: LA 389 or Arch 380; or concurrent enrollment in LA 389 and Arch 380. For landscape architecture and architecture majors; nonmajors need instructor's consent.

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. Experimental Course: Introduction to Site Planning (LA 410) may be substituted.

LA 362. Site Development I. 3 credit hours. Techniques for measuring, recording sites; methods for modification of sites; grading for earth movement, drainage; site systems.

LA 366. Site Construction I. 3 credit hours. Consideration of materials and processes of landscape construction; communication of design intent through documents, including sources and costs.

LA 389. Landscape Architectural Design. 3-8 credit hours any term. Elementary problems in landscape architecture; emphasis on design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

LA 390. Urban Farm. 2-4 credit hours. Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies.

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 408. Workshop.** Credit hours to be arranged. Concentrated short-term programs of study, combining instruction normally offered through regular courses, work projects, laboratory study, discussion and solution of special problems. Regular offerings include Irrigation, Plant Maintenance, Drawing, Surveying, and Planting Design.**LA 409. Practicum.** Credit hours to be arranged. Supervised field laboratory work; clinical or in-service educational experience. Such experiences involve planned programs of activities and study, with assured provisions for adequate supervision.**LA 410. Experimental Course.** Credit hours to be arranged. Current topics include Introduction to Site Planning, Landscape Films, and Urban Field Studies.**LA 440. Introduction to Landscape Planning****Analysis. 3 credit hours.** Introduction to principles and practice of designing land- and waterscapes for human use and settlement. Emphasis on analysis and appraisal of significant natural and cultural phenomena and processes that shape rural and urban landscapes. A class project is used for learning how to apply theory to practice through exercises in ecological, social, and economic analyses of landscapes, resources, and patterns of occurrence in the Eugene-Springfield metropolitan area.**LA 489. Site Planning and Design. 3-10 credit hours any term.** Advanced problems in landscape architecture; cultural determinants of site planning and design; continuing emphasis on design development and the study of natural systems and processes as indicators of carrying capacity. Integrated with LA 459.**ArH 478, 479. History of Landscape Architecture. 3 credit hours each term.** History of gardens and public open spaces. 478: development of the garden from origin through the 17th century, emphasizing the Western landscape tradition. 479: focus on public open-space design and the Anglo-American tradition from the 18th through the 20th centuries.**Upper-Division Courses
Carrying Graduate Credit****LA 406. Special Problems. (G)** Credit hours to be arranged. Group discussion and in-depth study of problems involving conflicting facts, principles, and uncertainties.**LA 407. Seminar. (G)** Credit hours to be arranged.**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. Integrated 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. Integrated with LA 489.**LA 461. Construction Communication. (G) 3-6 credit hours.** Procedures and documents necessary for 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; not offered 1983-84.**LA 491. Contemporary American Landscape. (G) 3 credit hours.** Evolution of the contemporary American landscape as an expression of American culture. Offered alternate years; not offered 1983-84.**Graduate Courses****LA 501. Research.** Credit hours to be arranged. P/N only.**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, and Design Process.**LA 508. Workshop.** Credit hours to be arranged. Recent topics include the Emerald Waterways System; Portland Downtown East and Portland METRO; Landscape Arts.**LA 509. Graduate Terminal Project.** Credit hours to be arranged.**LA 510. Experimental Course.** Credit hours to be arranged. Current topics include Advanced Landscape Media, Design and Behavior Interaction, and Landscape Preservation.**LA 511. Landscape Planning Analysis. 3-8 credit hours.** Rural landscape analysis. Training and exercises in the geoenvironmental analysis of natural landscapes, resources, and rural patterns of occurrence; 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 socioenvironmental analysis of cultural landscapes, resources, and urban patterns of occurrence; 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. Landscape 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 gaining access to 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 580. Comprehensive Project Preparation. 3 credit hours.** Finding, describing, programming, and probing environmental opportunities and problems. A prerequisite for LA 590.**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.**LA 590. Comprehensive Project. 3-16 credit hours any term.** Advanced planning and design projects in landscape architecture. Studio development of individually selected projects prepared in LA 580. Usually an 8-credit-hour course. Prerequisite: LA 580.

Planning, Public Policy and Management

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John H. Baldwin, Ph.D., Assistant Professor of Urban Planning (environmental sciences, resource management). B.A., 1972, State University of New York at Buffalo; Ph.D., 1977, Wisconsin, Madison.

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Carl J. Hosticka, Ph.D., Associate Professor of Public Affairs (policy analysis, natural resource policy development). B.A., 1965, Brown; Ph.D., 1976, Massachusetts Institute of Technology.

Carol Johansen, M.S., Instructor of Public Affairs (field instruction, career planning, public personnel, and affirmative action); Coordinator, Field Internship Program. B.S., 1975, M.S., 1979, Oregon.

L. R. Jones, Ph.D., Associate Professor of Public Affairs (public financial management and budgeting, cutback management and policy termination, public regulatory decision making, organization theory, postsecondary education policy and planning). B.A., 1967, Stanford; M.A.P.A., 1971, Ph.D., 1977, California, Berkeley. On leave 1983-84.

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., 1963, Lewis and Clark; M.R.P., 1969, Ph.D., 1972, Cornell.

Dean Runyan, Ph.D., Associate Professor of Urban Planning (planning analysis, community research, tourism). B.S., 1966, California, Los Angeles; 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. The following persons have adjunct teaching responsibilities in the department.

Linda Dailman, M.P.A., Adjunct Assistant Professor (housing and public presentation). B.S., 1968, Minnesota; M.C.P., 1981, Georgia Institute of Technology; M.P.A., 1981, Southern California.

Michael Martin, Ph.D., Adjunct Assistant Professor (land management). B.A., 1973, California. Santa Barbara; M.S., 1979, Ph.D., 1981, Oregon.

Terrance R. Moore, M.U.P., M.S., Adjunct Assistant Professor (cost-benefit analysis, political economy). B.S., 1971, Stanford; M.U.P., M.S., 1977, Oregon.

Ernest Niemi, M.U.P., Adjunct Assistant Professor (economic diversification). B.S., 1970, Oregon; M.U.P., 1978, Harvard.

Fred Schultz, M.S., Adjunct Assistant Professor (urban history, human resource management). B.S., 1969, M.S., 1969, Wisconsin, Milwaukee.

Participating Faculty

Sandra L. Arp, J.D., Legal Associate, Bureau of Governmental Research and Service (public law). B.A., 1972, J.D., 1976, Oregon.

Donald N. Johnson, B.A., Associate Director, Bureau of Governmental Research and Service (regional planning and governmental systems, state and local government, economic development). B.A., 1946, Reed.

Robert E. Keith, M.Arch, Planning Consultant, Bureau of Governmental Research and Service (urban and regional planning). B.S., 1944, Kansas State; M.Arch, 1950, Oregon.

Karen Seidel, B.A., Senior Research Associate, Bureau of Governmental Research and Service (data systems, census data). B.A., 1957, Knox.

Kenneth C. Tollenaar, M.A., Director, Bureau of Governmental Research and Service (state and local government administration, intergovernmental relations). B.A., 1950, Reed; M.A., 1953, Minnesota.

A. Mark Westling, B.S., Planning and Public Works Consultant, Bureau of Governmental Research and Service. B.S., 1943, Washington.

Undergraduate Studies

Planning, public policy and management (PPPM) is the study of the processes and organizations—both formal and informal—through which the public’s interest is managed. The economic, social, political, financial, legal, and environmental characteristics of communities and systems of governance are examined with a view to understanding how the latter can be influenced to effectively attain the public’s collective goals. The department’s curriculum focuses on how government and other public institutions adapt to and manage change to meet societal needs.

Preparation. High school students planning for a program in PPPM should work to develop (a) communication skills, (b) conceptual skills, and (c) community experience. Communication skills can best be developed through high school courses in speech, English, and foreign languages. Debate and related public speaking experience are fine ways of developing and improving communication skills.

Conceptual skills can best be developed through courses that require the student to think independently and analytically. For example, high school students should complete at least three years of mathematics.

Community-based and student leadership experiences are excellent preparation for high school students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are all ways of acquiring community-based experience.

Careers. The Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in planning, public policy and management provides students with a broad liberal arts background as well as a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for

entry-level positions in public, nonprofit, and private firms which address community planning and management.

Requirements for Admission

The major in PPPM is limited to upper-division students who have applied to and been accepted by the department. Students may apply in the term they will achieve upper-division standing. Preference in admission will be given to those who (a) have a grade point average (GPA) of 3.00 or better, (b) have some experience (paid or volunteer) in public service, and (c) have completed the University’s basic course and group requirements.

PPPM requires completion of the arts and letters group requirement. The following courses (or their equivalents, in the case of transfer students) are strongly recommended:

Social Sciences: Introductory Economic Analysis (Ec 201, 202), American Government (PS 201), State and Local Governments (PS 202), The Community (Soc 304).

Sciences: Concepts of Computing (CIS 121), The Natural Environment (Geog 101).

Sample Program

The two-year sample program shown below is strongly recommended to pre-PPPM majors as preparation for admission to the PPPM program in the junior year.

Freshman Year, fall term	15-16 credit hours
English Composition (Wr 121)	3
Fundamentals of Speech Communication (RhCm 121)	3
American Government (PS 201)	3
Introduction to Sociology (Soc 201)	3
Sciences group requirement	3-4
Winter term	15-16 credit hours
Fundamentals of Small-Group Communication (RhCm 123)	3
State and Local Governments (PS 203)	3
Communities, Population, and Resources (Soc 210)	3
Sciences group requirement	3-4
Personal Health (HES 250)	3
Spring term	16-19 credit hours
English Composition (Wr 122 or 123)	3
Fundamentals of Interpersonal Communication (RhCm 124)	3
Concepts of Computing (CIS 121)	3
Intermediate Algebra (Mth 100)	4
Electives, especially introductory anthropology, American history, or other social sciences	3-6
Sophomore Year, fall term	16 credit hours
Introduction to Psychology (Psy 201)	4
Introductory Economic Analysis (Ec 201)	3
Electives, especially computer science; scientific and technical writing, journalistic writing; additional sociology, political science, community studies; and field experience	9
Winter term	16 credit hours
Social Psychology (Psy 216)	4
Introductory Economic Analysis (Ec 202)	3
Electives, as above	9
Spring term	18 credit hours
The Natural Environment (Geog 101)	3
Electives, as above	15

Admission Procedures

The department admits about ten students each term—fall, winter, and spring. Materials must be submitted by May 15 for fall term consideration, by November 15 for winter term, and by February 15 for spring term. To be considered for admission, students must submit the

following materials: (1) a completed application form; (2) transcripts from all colleges and universities attended (these need not be official transcripts); and (3) a personal statement describing career goals and how the major in PPPM will help achieve those goals. This statement should be limited to two to three typed, double-spaced pages.

Major Requirements

A total of 186 credit hours is required for the baccalaureate degree. This must include 57 to 60 credit hours taken to satisfy major requirements in PPPM. Students are expected to complete the arts and letters group requirements in addition to the department’s own requirements. The major in PPPM is organized into four parts: a common core, a concentration area, a field placement, and a senior research paper.

Core. The core curriculum requirement is 21 credit hours, distributed as follows: Community Problem Solving (PPPM 320), Public Service Management (PPPM 322), Public Service Policies and Programs (PPPM 323), Experimental Course: Interpersonal and Group Problem Solving (PPPM 410), Experimental Course: Introduction to PPPM (PPPM 410), Quantitative Methods in Sociology (Soc 326), Introduction to Social Research (Soc 327). Other courses may be substituted for Soc 326, 327 with permission of the faculty adviser.

Concentration. The program requires 18 credit hours in one of three concentration areas, each consisting of three required courses and three electives. A student admitted to the program is assigned an adviser to assist in designing a program within a particular concentration area which meets the students specific needs and interests. The three concentrations are as follows:

PLANNING AND COMMUNITY DEVELOPMENT:

This concentration area focuses on the processes of community development: facilitation of problem solving for social, economic, and political change, building the capacity of individuals and institutions to resolve problems and plan for their collective future. Specific concerns include (a) understanding the community as an integrated whole with physical, economic, political, and social dimensions; (b) understanding the processes of change at the community level; and (c) understanding the policies and procedures by which community development and planning are undertaken.

Required courses: Seminar: Community and Regional Development (PPPM 407), Community Organization and Social Planning (PPPM 447), Introduction to Public Economics (Ec 329).

Elective courses: Three additional courses chosen either from PPPM or from outside the department. A list of the courses which relate most closely to this concentration is available from the department.

PUBLIC POLICY AND MANAGEMENT:

This concentration area seeks to prepare students to assume important roles in the development and implementation of public policy. These roles require skills in the analysis of policies, the design of organizational arrangements, sensitivity to the role and limits

of governmental action, and appreciation of the moral and ethical dimensions of public service.

Required courses: Experimental Course: Techniques for Policy Analysis (PPPM 410), Public Financial Administration (PPPM 450), Introduction to Public Economics (Ec 329).

Elective courses: An additional 9 credit hours of concentration area courses chosen either from PPPM or from outside the department. A list of appropriate courses is available from the department.

RESOURCE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT:

This concentration area focuses on the analysis and management of human activities as they relate to the natural world. It includes the study of resource management and conservation, residuals control, and the study of the overall impact of our technical and socioeconomic systems on the natural world. Particular concerns include (a) proper resource development, taking advantage of economic opportunities while staying within or avoiding natural constraints; (b) developing human systems in as benign and compatible a manner as possible with the natural environment; and (c) resource conservation so that economic opportunity and our rich natural heritage can be enjoyed by future generations.

Required courses: Seminar: Introduction to Environmental Studies (PPPM 407), Seminar: Natural Resource Policy (PPPM 407), Seminar: Population and Global Resources (Intl 407).

Elective courses: Additional electives chosen from among PPPM and other University offerings.

Field Placement. Each student is required to complete the equivalent of one full-time field placement, which can be either full time for one term (36 hours per week over 10 weeks) or half time for two consecutive terms (18 hours per week over 20 weeks). Placements are in local governments, nonprofit agencies, or private firms, and are supervised by the PPPM field coordinator. The student earns 12 credit hours in Supervised Field Study (PPPM 409). Students are also required to take a 3-credit-hour Theory-Practice Integration Seminar (PPPM 411) concurrently with the field placement. In the case of a half-time placement over two terms, the seminar is taken only *one* of the two terms.

Senior Research Paper. Each student conducts an individual research project which addresses a question of significance in the student's concentration area. The paper is supervised by a faculty member in the concentration area and receives 3 to 6 credit hours, depending on its scope and the amount of effort required to address the question meaningfully.

Graduate Studies

Programs for the Master of Urban Planning (M.U.P.) and the master's degree in public policy and management (either M.A. or M.S.) 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 policy and management degree from the National Association of Schools of Public Affairs and Administration.

The fields of planning, public policy, and public management are concerned with the rational guidance of future change at the community, regional, state, and national levels. Professionals employed as planners and public managers analyze, prepare recommendations, and implement policies and programs relating to public facilities and services, land-use planning, and development incentives and controls. They assume responsibility for a range of activities relating to housing, energy, environmental management, and other needs.

PPPM graduates should have a basic understanding of the economic, social, political, fiscal, physical, and environmental characteristics of a community. They should be able to identify these and other variables as they interact to encourage and facilitate institutional and social adaptation to challenges posed by a changing environment. Planning, public policy, and public management are multidisciplinary and eclectic fields attractive to students with varying career expectations. Thus the programs provide curricular flexibility to stimulate the development of knowledge, skills, behavior, and values needed for entry into a number of professional occupations.

In addition, students must complete an advanced undergraduate or graduate-level introductory course in statistics, to be taken prior to or concurrently with PPPM 530. No credit toward the M.U.P. degree will be allowed for this course; however, the requirement will be waived for students with appropriate prior courses or work experience. Entering students are encouraged to satisfy this requirement before enrolling in the program.

Program participants may take no more than 15 credit hours per term. Students may petition to transfer up to 15 graduate credit hours taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

Urban and Regional Planning

The field of planning is concerned with rational and sensitive guidance of urban and regional change. Planners are responsible for identifying and clarifying the nature and effect of planning problems, for formulating potential solutions to these problems, and for assisting in the implementation of alternative policies 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.

Preparation. Those interested in entering the planning program are strongly encouraged to complete a thorough social science undergraduate program, including courses in economics, sociology, geography, history, and other fields relating to urban and regional issues. A required introductory course in statistics can be taken after admission on a remedial basis. Work experience, particularly if related to planning, is valuable, as are writing and public speaking skills. In addition, courses

related to a student's primary interests, such as natural sciences, policy sciences, environmental design, or analytic methods, are helpful as background for advanced graduate work in a concentration area.

Juniors and seniors who anticipate applying for admission are encouraged to seek advice at the department office.

Careers. People with training in the field of planning find employment in a number of areas in both the public and private sectors. In the public sector, two kinds of agencies provide career opportunities. The first includes those dealing with public housing and urban renewal, parks and highways, and other community facilities. An increasing number of people with graduate degrees in planning are being employed in local, state, and federal agencies dealing with economic development, natural resources management, and social services. In the private sector, graduates are employed by consultant planners, large-scale private developers, utility companies, special-interest groups, and other organizations that use the approach and special competence of the planning process.

Applicants are encouraged to review a copy of the American Collegiate Schools of Planning publication, *Guide to Graduate Education in Urban and Regional Planning*, available from the American Planning Association, 1313 East 60th Street, Chicago, Illinois 60637.

Application Procedures. The graduate program at the University is individually tailored. Great importance is placed on the student's preference for and ability to undertake self-directed educational activity. Because there are more than 50 recognized graduate programs in planning in the United States, the admissions committee also emphasizes the selection of candidates who present clear and specific statements of the reasons for choosing to pursue their graduate work in planning at the University of Oregon.

Application materials include:

- (1) A typewritten statement, prepared by the applicant, stating why admission to the planning program at the University is sought and what the applicant's expectations are from that field.
- (2) At least two letters of recommendation from people familiar with the applicant's 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 an accredited college or university.
- (4) Submission of Graduate Record Examination (GRE) scores is optional. If submitted, they are considered along with other application materials.

Minority and economically disadvantaged students are encouraged to apply and to notify the department of financial and other needs.

Applications are accepted beginning September 15 for admission the following fall term. Applications are reviewed beginning March 15, and applicants are notified of admissions decisions early in April. Students are admitted for fall term only. For additional information, please call or write the admission secretary of the department.

The Planning Curriculum. A total of 72 credit hours beyond the baccalaureate degree is required for the M.U.P., of which 36 must be taken within the program. The remaining 36 credit hours may be taken within or outside the department, including outside the University, depending on the student's goals.

Students are expected to enroll for six 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 M.U.P. degree:

Community Planning Workshop (PPPM 508), 6 credit hours, 3 each term; Introduction to Urban Planning (PPPM 511), 3 credit hours; Planning Theory (PPPM 515), 3 credit hours; Planning Analysis I (PPPM 530), 3 credit hours; Student-Faculty Research (PPPM 590), 2 credit hours, 1 each term; Thesis (PPPM 503) **or** Terminal Project (PPPM 504), up to 10 credit hours; Seminar: Legislative and Administrative Procedures (PPPM 507), 3 credit hours, **or** Legal Issues in Planning (PPPM 518), 4 credit hours, **or** Planning Legislation (PPPM 522).

The remaining required credit hours, including the 36 elective credit hours, are selected by the student in consultation with an adviser.

Program goals are 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 and outside the department 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.

Public Policy and Management Program

The graduate program in public policy and management is designed for those interested in entry- and mid-level management and policy careers in public service. Graduates of the public policy and management program have filled key positions at the local, state, and federal levels as administrators, department heads, planners, program and policy analysts, finance or personnel officers, staff members of research and service organizations, heads of human service programs, and staff members of public affairs programs in industry.

Approximately one-half of the public policy and management students attend full time; the other half attend part time and are usually employed. Students tend to be older and have two to five years of professional work 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, such as human service management, might be chosen.

(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 policy and management.

(4) Interdisciplinary programming offers students the perspectives of other fields which are essential to education in public policy and management. The program encourages enrollment in relevant courses from other University departments, such as economics, political science, business, and journalism.

Graduate Degrees. The department offers M.A. and M.S. degrees in public policy and management. A minimum of 63 credit hours are generally required to receive either degree, usually accomplished in approximately two years (24 months) of full-time study. Academic background and work experience are scrutinized to determine if additional preparation is needed prior to beginning the program.

The Public Policy and Management Curriculum. The public policy and management program requires work in a common core, management processes, and a concentration area, as well as an exit project and an internship.

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: 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 organizational settings; and public interest values and ethics.

Students begin working toward competence in the above areas by enrolling for a minimum of 3 graded credit hours in each of the six curricular areas in the common core for a total of 18 credit hours. 12 of these 18 credit hours must be in departmental graduate courses.

Management Processes. In the management processes area, students must enroll for a minimum of 9 graded credit hours. These 9 credit hours 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 pro-

cesses, such as public finance and budgeting, public personnel management, public law, grant writing, program development, program and evaluation.

Concentration Areas. Each student is expected to develop an area of concentration. Educational 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. Students may take concentration-area courses either for grades or Pass/No pass (P/N).

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 accumulating 30 to 35 graduate credit hours, students review their progress with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship and the nature of the exit project are also agreed upon.

Exit Projects. Each student is required to write a thesis, issue paper, or policy paper to complete degree requirements. 9 credit hours are awarded for a thesis, 3 for an issue or policy paper.

Supervised Field Internship. Students are required to undertake the equivalent of a six-month (two-term) supervised field internship if they have not had at least two years of relevant career experience. Concurrently with the internship, a student registers for a graded 3-credit-hour course, Theory-Practice Integration (PPPM 411).

In-service students are required to complete the equivalent of a three-month (one-term) supervised field internship and PPPM 411. 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 must still complete 15 credit hours in other courses. Supervised Field Study (PPPM 509) is arranged through PPPM's field coordinator and is offered only P/N.

Preservice students may secure up to 24 credit hours for their six-month internships, although only 12 may be used to satisfy degree requirements. In-career students receive 12 credit hours for their internship. Students must be enrolled for a minimum of 3 credit hours each term they are involved in a supervised internship.

Application Procedures. To be eligible for the public policy and management program, an applicant must hold a baccalaureate degree.

The following documents must be submitted:

(1) An Application for Graduate Admission, available from the Public Policy and Management Graduate Program Office, 119 Hendricks Hall.

(2) A comprehensive employment and education résumé.

(3) Two written statements: a clear specification of professional goals and interests (two-to-three pages); and an explanation of how the interdisciplinary nature of the public policy and management 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. Unofficial transcripts are adequate for the department's use. They 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.

Program participants are selected on the basis of an evaluation of their previous academic performance and other evidence of intellectual attainment or promise, previous public policy and management experience, and their 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 GPA.

Students are admitted each term to the graduate program in public policy and management. Materials must be submitted by March 1 for summer or fall (July 15 for late fall), October 1 for winter, and February 1 for spring term admission.

Financial Aid

Graduate teaching fellowships (GTF's) are offered to approximately twenty students each year. Each fellowship includes a stipend of approximately \$725 and a waiver of tuition and fees for one or more terms. GTF's are required to register for a maximum of 12 credit hours. Normally these assistantships are awarded to second-year students, although exceptions are made for first-year students with extraordinary experience or training.

Graduate students are also eligible for fellowship awards granted by federal agencies and privately endowed foundations, and loans from University loan funds and from funds available under federal student loan programs. Information regarding such grants and loans may be obtained from the Office of Student Financial Aid.

All program applicants are strongly urged to apply for University financial assistance before February of the year of application in order to be eligible for work-study and other assistance offered by the student financial aid office.

Minority students are eligible for additional financial assistance and for tutoring and counseling services through the Council for Minority Education.

Courses Offered

Undergraduate Courses

PPPM 199. Special Studies. 1-3 credit hours.

PPPM 320. Community Problem Solving. 3 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 PPPM 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 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 PPPM prerequisites.

PPPM 323. Public Service Policy. 3 credit hours.

Introduces students to the various roles and processes in policy formulation, implementation, and evaluation; identifies and analyzes needs, issues, and problems relevant to social programs and policy. Prerequisites: two courses in American government or politics, two in introductory economics.

PPPM 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 acquire skills which will facilitate their involvement in planning activities in their own communities. Formerly taught as URP 350.

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.

PPPM 400. SEARCH. 1-3 credit hours.

PPPM 406. Special Problems. Credit hours to be arranged.

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 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 faculty supervision and with coordinated instruction. Prerequisite: instructor's consent.

PPPM 411, 412. Theory-Practice Integration. (g) 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. Prerequisite: instructor's consent.

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 1983-84.

PPPM 440, 441. Social Welfare Institutions, Policies, and Practices. (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 1983-84.

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 legislation, community relations, and other organizational techniques; social planning processes and approaches to social problems; projects by class members analyzed. Prerequisite: PPPM 320. Not offered 1983-84.

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 1983-84.

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, psychosocial 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 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.

Upper-Division Courses Carrying Major Graduate Credit

Note: Master's degree candidates in the PPPM 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. Recent topics include Social Indicators, Urban Growth Management, Grant Writing, Management of Human Services, Small Cities Management, Managing the Modern City, Organizational Development, Community Economic Development, Urban Fiscal Policy, Policy and Planning Communication, Natural Resource Policy, Cutback Management and Policy Termination, Forest Policy, Cost-Benefit Analysis, Energy Policy, and Leadership in Organizations.

PPPM 408. Workshop. (G) Credit hours to be arranged. Recent topics include Public Sector Labor Relations, Public Sector Marketing, Personnel and Affirmative Action, Program Planning, Collective Bargaining in the Public Sector, and Career Management for Women.

PPPM 410. Experimental Course. (G) Credit hours to be arranged. New courses are taught under this number. See the *Time Schedule of Classes* for current titles.

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. Not offered 1983-84.

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. Not offered 1983-84.

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. Not offered 1983-84.

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. Not offered 1983-84.

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. Not offered 1983-84.

PPPM 468. Federal Departments and Agencies. (G) 3 credit hours. The structure, features, and relationships of the major federal departments and agencies analyzed in terms of major policy implications and power relationships. Also considers selected aspects of the regulatory process at the federal level. (No credit if credit received for PS 468.) Offered infrequently; not offered 1983-84.

PPPM 469. Intergovernmental Relations. (G) 3 credit hours. Examines the legal, fiscal, and administrative relationships among the federal, state, and local levels of government 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.

Graduate Courses

Note: The following courses were formerly taught under the URP prefix: PPPM 511, 515, 517, 522, 525, 526, 527, 530, 531, 540, 541, 545, 550, 555, 556, 560, 590.

PPPM 501. Research. Credit hours to be arranged.

PPPM 503. Thesis. Credit hours to be arranged.

PPPM 504. Terminal Project. Credit hours to be arranged.

PPPM 505. Reading and Conference. Credit hours to be arranged.

PPPM 506. Special Problems. Credit hours to be arranged. Department majors may receive up to 6 credit hours for intern work in approved planning positions.

PPPM 507. Seminar. Credit hours to be arranged. Topics vary from year to year; recent topics include Fiscal Impact Analysis, Legislative and Administrative Procedures in Planning, Economic Diversification Planning, Energy Policy Planning, Planning and Small Communities, Neighborhood Development, Advanced Seminar Program Evaluation, Advanced Public Finance Management, Policy Evaluation, Program Evaluation, Planning Presentation, and Advanced Public Financial Management.

PPPM 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. Topics vary 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.

PPPM 509. Supervised Field Study. Credit hours to be arranged; 12 credit hours maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prerequisite: instructor's consent.

PPPM 510. Experimental Course. Credit hours to be arranged. Each term a series of short seminars is offered on planning and related topics. Seminars are usually held in the evening and meet two times for a total of six class hours and 1 credit hour. Students may enroll in no more than six short seminars per year. P/N only.

PPPM 511. Introduction to Urban Planning. 3 credit hours. Broad overview of major fundamentals involved in the urban planning profession; 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 aspects of communities and regions. Designed to provide students a perspective for defining academic and professional goals in urban planning.

PPPM 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.

PPPM 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.

PPPM 518. Legal Issues in Planning and the Environment. 3 credit hours. Survey of the legal issues which relate to environmental planning; three major areas of law considered: Constitutional issues (due process, property rights, civil rights), environmental legislation (National Environmental Policy Act, state environmental protection legislation, state and federal land-use planning laws), environmental planning law in operation (adjudication, rule making, judicial review). Prerequisite: instructor's consent.

PPPM 520, 521. Applied Research Methods I, II. 3 credit hours each term. 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.

PPPM 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: PPPM 518 or instructor's consent.

PPPM 523. Legislative and Administrative Procedures. 3 credit hours. Examination of major legislative and administrative legal issues of concern to planners and public managers. Not offered 1983-84.

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. Not offered 1983-84.

PPPM 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.

PPPM 526. Environmental Issues in Planning. 3 credit hours. Overview of contemporary environmental problems as they relate to regional social, economic, and physical systems. Examination of the long- and short-term impact of overpopulation, overconsumption, and harmful technologies. The development and integration of environmental ethics, concepts, and plans into the comprehensive planning process. Not offered 1983-84.

PPPM 527. Environmental Analysis in Planning. 3 credit hours. Examination of the development, requirements, and impact of the National Environmental Policy Act on agency decision making. Development and integration of agency requirements, legislation, and regulations affecting environmental problems. Short- and long-term impact, techniques of analysis, nonquantifiable considerations, and social challenges to the process. Practical work on critique and preparation of environmental impact statements required.

PPPM 528. Public Financial Management. 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 Budgetary Systems. 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.

PPPM 530. Planning Analysis I. 3 credit hours. Introduction to the use of quantitative methods in planning. The role of analysis in a planning process; data sources and methods of data collection, including surveys; descriptive and multivariate analysis; computer applications; review of selected analytic models, including population projections and cost-benefit analysis. Open to majors or to nonmajors with instructor's consent. Not offered 1983-84.

PPPM 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: PPPM 530 or instructor's consent.

PPPM 532. Public Law. 3 credit hours. Introduction to public law of the United States. 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. Not offered 1983-84.

PPPM 536. Public Policy Analysis. 3 credit hours. Introduces techniques for analyzing the feasibility and desirability of public policies. Skill development is accompanied by 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, comparing alternatives, determining the likelihood that a program will be implemented effectively, and 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 reactors to demands for change; and future change strategies.

PPPM 540. Land-Use Planning I. 3 credit hours. Application of land-use planning in urban, rural, and connecting 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.

PPPM 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: PPPM 540 or instructor's consent.

PPPM 544. Human Behavior in Public Organization. 3 credit hours. Integrates social science knowledge about people at work. Focuses primarily on the concepts of human behavior important to managerial problems in the public sector.

PPPM 545. Urban Design. 3 credit hours. Advanced discussion of the role of urban design in the planning process. Investigation of historical and contemporary thought on the visual aspects of cities, including evaluation of technological and cultural influences on urban design, perception of urban form, and aesthetic qualities of physical environments. Current urban design theories and examples of successful innovations. Methods of effecting urban design through public policy decisions. Open to majors or to nonmajors with instructor's consent.

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; intergovernmental 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 considered in relation to their use in generating information about social issues and encouraging citizen participation.

PPPM 552. Public Land Law. 4 credit hours. The legal and sociopolitical issues involved in public land management.

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.

PPPM 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; functioning of housing markets and the house-building industry; housing controls; use of various methods and programs for improving housing in the community. Prerequisite: instructor's consent.

PPPM 556. Housing Planning. 3 credit hours. Integration of housing and planning activities so that housing issues may be approached through a comprehensive process-oriented methodology. Focuses on the preparation of housing element and housing assistance plans, housing market analysis, housing survey techniques, and housing information base. Prerequisite: PPPM 555 or instructor's consent.

PPPM 558. Tourism and Recreation Resources Planning. 3 credit hours. Public-sector planning related to recreation and tourism development. Assessing tourism resources; projecting tourist demand; benefits and costs of tourism at the community and regional levels. Planning and management of tourism resources. Prerequisite: introductory planning course or instructor's consent.

PPPM 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 aspects of urban development. Not offered 1983-84.

PPPM 590. Student-Faculty Research. 1-2 credit hours any term. Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects. Required course for all advanced second-year students; recommended for all first-year urban and regional planning majors. Two terms required.

Art Education

**251E Lawrence Hall
Telephone 686-3639
Nancy Smith, Department Head**

Faculty

Thomas O. Ballinger, M.A., Professor Emeritus (cross-cultural art, Nepalese art, African art). B.A., 1949, M.A., 1951, New Mexico.

Jack W. Burgner, M.F.A., Professor (elementary and preprimary school art). B.S., 1948, Eastern Illinois; M.F.A., 1949, Colorado State.

Rogena M. Degge, Ph.D., Assistant Professor (school and community curriculum, ethnographic research, mass media criticism). B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon.

Linda Eltinger, Ph.D., Visiting Assistant Professor (elementary education, field-study techniques). B.F.A., 1970, Southwest Missouri State; M.S., 1973, Illinois State; Ph.D., 1983, Oregon.

Jane Gehring, M.S., Associate Professor Emerita (methods and curriculum, textiles). B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon.

Raymond E. Higgins, M.A., Visiting Instructor (psychological-social foundations, research technology). B.S., 1970, St. Cloud State; M.A., 1978, Utah.

Beverly J. Jones, Ph.D., Associate Professor (curriculum, research technology, aesthetics). B.S., 1967, Oregon College of Education; M.S., 1976, Ph.D., 1977, Oregon.

Gordon L. Kensler, Ed.D., Professor Emeritus (curriculum, research, community art). B.F.A., 1949, M.F.A., 1951, Art Institute of Chicago; Ed.D., 1964, Stanford.

June K. McFee, Ed.D., Professor Emerita (psychological-social foundations, environmental design). B.A., 1939, Washington; M.Ed., 1954, Central Washington; Ed.D., 1957, Stanford.

Nancy R. Smith, Ed.D., Associate Professor (child development). B.A., M.A., 1958, Bennington; Ed.D., 1972, Harvard.

Art education addresses the informational and emotional impact of the fine and popular arts, mass media, the built environment, and designed objects on the quality of life, both individual and collective. It treats this impact as a critical communication system that is 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.

Department goals emphasize the preparation of educators to work effectively with a wide range of people in diverse settings on the social as well as the productive aspects of art and to conduct research in order to understand better these impacts and strategies for teaching.

Specifically, art education is an investigative and practical field which includes:

- (1) inquiry into people's productive, responsive, critical, affective, and learning abilities in the visual and environmental arts;
- (2) inquiry into the nature of designing and affecting processes using research and theory from art, art education, perceptual and cognitive psychology, aesthetics, and anthropology;
- (3) 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;
- (4) study of how values are expressed through the visual arts, how these values function in maintaining and/or changing society, and how they vary between cultures and across time;

(5) 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 who want to become art teachers should take University prerequisites as well as art classes. Students are encouraged to come to the department before beginning courses in art education for advice about their art courses and University requirements.

Careers. The Department of Art Education prepares art educators to work with students of all ages in school and community programs. Advanced degrees also prepare consultants, administrators, and university faculty and researchers in art education.

Undergraduate Studies

The curriculum in art education leads to the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree in two different 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 teaching certificate; see Graduate Studies, below.

The second program, in cultural services, 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 graded rather than Pass/No pass (P/N). The D and F grades are given infrequently, as students are taking upper-division or graduate courses, but the option to give these grades is open to faculty.

Undergraduate students must have a 2.75 grade point average (GPA) to be admitted or to continue in the art endorsement program for teacher certification. Graduate students working toward an art endorsement must maintain a 3.00 GPA in accordance with Graduate School requirements.

Major in Art Education

The Department of Art Education offers work for preparation to teach art in the public secondary schools. Certification as a secondary teacher with the art endorsement requires satisfactory completion of a program of teacher preparation, which includes subject matter preparation in the teaching specialty and in professional education, 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-required courses. Lower-division majors receive departmental advising, although professional courses in art education and education are not undertaken until the junior and senior years. Transfer students may enter at any level. The time required to complete the program depends 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 76 credit hours in art education, studio arts, art history, and environmental design are required 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.

The following specific courses are required: Teaching Strategies (SeEd 314), Human Development and Group Processes (EPsy 321), Learning and Assessment in Education (EPsy 322), Student Teaching: Art (SeEd 417), Teaching Reading and Writing in the Secondary School (SeEd 469), and *one* of the following: Social Foundations of Teaching (EdPM 327), History of American Education (EdPM 441), Modern Philosophy of Education (EdPM 445), or Education in Anthropological Perspective (EdPM 471).

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 allows the student, with an adviser, to create an individualized program. At the same time it provides a foundation designed to give the student background and understanding that will be useful in working in community agencies.

The following courses are required in the cultural services program:

20 credit hours in studio art courses in the Department of Fine and Applied Arts, including basic design, ceramics, sculpture, weaving, and graphics (2 credit hours each); printmaking (3 credit hours); and drawing and painting (4 credit hours each);

26 credit hours in art education, including Art in the Elementary School (ArE 322), Introduction to Art Education (ArE 324), Seminar: Art in Society (ArE 407), 9 credit hours in Practicum (ArE 409), Experimental Course: Alternatives to Public School Teaching (ArE 410), The Role of Art Criticism in Art Education (ArE 415), Newer Media in Art Education (ArE 495);

9 credit hours in art history (any combination of courses numbered ArH 201-209);

23 credit hours of electives in the School of Architecture and Allied Arts;

15 credit hours elected from the School of Business, the College of Education, and the Department of Planning, Public Policy and Management;

9 credit hours in performing arts, including at least one course each in music, drama, and dance;

for the B.A. degree only, an additional 9 credit hours in social sciences beyond University requirements.

Graduate Studies

Students planning graduate study should write directly to the department for information and application forms for the master's or doctoral degree programs. Department policies are available upon request.

Master's Degree Programs

The department offers the Master of Arts (M.A.) and the Master of Science (M.S.) in art education. The M.S. or M.A. degree can be awarded with a major in art education (with or without standard certification) or in cultural services. Admission to either degree program 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 M.S. or M.A. degree in art education, 30 credit hours must be taken in residence. Of the 45 credit hours, 30 must be completed in the major area of art education and 15 in University electives. The M.A. degree requires competence in one foreign language.

All work for the M.S. or M.A. degree must be completed within seven years.

Departmental Requirements. Candidates working for either master's degree can meet residence requirements by attending the University during the academic year or for three consecutive summer sessions. During the first quarter of residence, the candidate, in consultation with an adviser, plans a curricular study program, including required courses.

The faculty member who chairs the departmental master's degree program helps each student select a program and thesis or a thesis adviser in line with the student's professional goals.

The student may choose to write a master's thesis according to Graduate School standards or do a master's project that includes a visual study and a scholarly paper. A presentation of the master's project or thesis must be made after the second term of residence.

A maximum of 6 credit hours in Research (ArE 501) or Reading and Conference (ArE 505) may be taken in addition to the required 3-credit-hour Master's Degree Project (ArE 509).

Standard Certification

The department offers a nondegree program leading to a standard certificate for teaching art for students who already have a baccalaureate degree. The 45-credit-hour program includes renewal of the basic certificate and ends with standard certification. The program may be completed during the academic year or during three summer sessions. Requirements for meeting 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 (Ph.D.) and Doctor of Education (D.Ed.) degrees in art education are three-year postbaccalaureate programs. They are administered by the art education department, and the degrees are granted by the Division of Teacher Education in the College of Education.

A cohesive program that relates to the student's professional goals is developed with an adviser and a doctoral committee. Professional goals include college and university teacher education and research, art administration supervision, and 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 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. A minimum of two years of work beyond the master's degree is usually required.

Summer Session

The Department of Art Education offers an annual summer school program for regular students completing their degrees and for returning teachers working for standard certification, master's degrees, and professional growth. Required courses for the master's degree are offered on a rotating basis so that students may complete a degree in three consecutive summers.

Courses Offered

Undergraduate Courses

Note: The only courses offered more than once a year are ArE 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. 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, including history of 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 educational settings. Required of all art education majors. Taken concurrently with Practicum (ArE 409). Smith.

ArE 325. Children's Art Laboratory. 3 credit hours. Work with children in a supervised art laboratory; designed for students preparing for teaching art at both the elementary and secondary levels. Open to majors and nonmajors. Not offered 1983-84.

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 for state certification. Prerequisites: ArE 320, 324, 409, and instructor's consent. Bolin.

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. Not offered 1983-84.

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.

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 the Teacher Education section of this catalog.

Upper-Division Courses Carrying Graduate Credit

ArE 407. Seminar. (G) Credit hours to be arranged. Recent topics are Art in Society, Teaching Environmental Design, Advanced Research Methodology, Advanced Foundations, and Student Teaching.

ArE 408. Workshop. (G) Credit hours to be arranged.

ArE 409. Practicum. (G) Credit hours to be arranged. Current topics are School Art and Alternative Sites.

ArE 410. Experimental Course. (G) Credit hours to be arranged. Current topics are Alternatives to Public School Teaching, Nonmuseum Art, Literature of Art Education, Women and Their Art, Understanding Today's Artists, and Computers in Art Education.

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. Prerequisites: Art 322 or elementary classroom teaching experience and instructor's consent.

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 the potential 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. 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. Not offered 1983-84.

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. 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. P/N only.

ArE 502. Supervised College Teaching. Credit hours to be arranged.

ArE 503. Thesis. Credit hours to be arranged. P/N only.

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. Recent topics are Issues in Art Education, Advanced Foundations, and Advanced Research Methodology.

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. Scientific bases of research; classification of research; methodologies used in descriptive, analytical, and experimental research. Development of research proposals and critique research reports. Higgins.

ArE 520. Foundations of Art Education I. 3 credit hours. Review of the history of the field and examination of the philosophical origins of the principal concepts influencing 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. Higgins.

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. Prerequisites: teaching experience and instructor's consent. Not offered 1983-84.

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. Prerequisites: ArE 521 or equivalent and instructor's consent. Degge.



Art History

240 Lawrence Hall
Telephone 686-3675
Esther Jacobson, Department Head

Faculty

Wallace S. Baldinger, Ph.D., Professor Emeritus (Oriental, modern art); Director Emeritus, Museum of Art. B.A., 1928, M.A., 1932, Oberlin; Ph.D., 1938, Chicago.

Marian Card Donnelly, Ph.D., Professor Emerita (history of architecture, Scandinavian art). B.A., 1946, A.M., 1948, Oberlin; Ph.D., 1956, Yale.

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, Madison; Ph.D., 1967, Michigan.

A. Dean McKenzie, Ph.D., Professor (medieval, Byzantine, and Russian art). B.A., 1952, San Jose State; M.A., 1955, California, Berkeley; Ph.D., 1965, New York.

Kathleen D. Nicholson, Ph.D., Assistant Professor (modern, 19th-century art). B.A., 1969, Connecticut; M.A., 1971, Ph.D., 1977, Pennsylvania. On leave spring 1984.

Richard Paulin, M.A., Assistant Professor (museum training); Director, Museum of Art. A.B., 1951, De Pauw; M.A., 1958, Denver.

Frances L. Pitts, Ph.D., Assistant Professor (Renaissance art). B.A., 1966, California, Riverside; M.A., 1970, California, Los Angeles; Ph.D., 1982, California, Berkeley.

Marion D. Ross, M.Arch., Professor Emeritus (history of architecture, Latin and American art). B.S., 1935, Pennsylvania State; M.Arch., 1937, Harvard; Reg. Architect, 1946, Louisiana.

Leland M. Roth, Ph.D., Associate Professor (history of American and modern architecture). B.Arch., 1966, Illinois; M.Phil., 1970, Ph.D., 1973, Yale.

W. Sherwin Simmons, Ph.D., Associate Professor (modern, 20th-century art). B.A., 1967, Yale; M.A., 1975, Ph.D., 1979, Johns Hopkins. On leave fall 1983, winter 1984.

Richard A. Sundt, Ph.D., Assistant Professor (history of ancient and medieval architecture). B.A., 1967, Indiana; M.A., 1973, Ph.D., 1981, Wisconsin, Madison.

Participating Faculty

Arthur W. Hawn, M.A., Associate Professor of Architecture (history of interior architecture).

Kenneth I. Helphand, M.L.A., Associate Professor of Landscape Architecture (history of landscape architecture).

The program in art history offers students the opportunity to study the major art and architectural traditions of Europe, the United States, and Asia. The courses are particularly appropriate for students interested in history, art, and the larger cultural context of society. They are also suitable for students intending to concentrate on the practice of art or environmental design. The curriculum provides undergraduate lecture courses designed to introduce large traditions, others focused on specific topics which allow small classes and discussion format, and still others are specifically intended for upper-division undergraduates and graduate students. In addition, the department offers both undergraduate and graduate majors special seminars on methodology.

Financial Assistance

For undergraduate and graduate majors, the department offers a limited number of scholarships and fellowships, including but not limited to the Mr. and Mrs. Eric G. Clarke Scholarship in Oriental Art, the Samuel H. Kress Foundation Fellowship, and tuition assistance. Students may also seek scholarship aid through the School of Architecture and Allied Arts as well as through the Office of Student Financial Aid.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history are also eligible for opportunities in teaching at all levels. The department provides its students career advising; information on career, internship, and fellowship opportunities; and regularly updated information on graduate programs.

Undergraduate Studies

The major in art history combines historical study with an opportunity for studio practice and leads to the Bachelor of Arts (B.A.) degree. The program for majors provides a broad perspective for the understanding of the art of the past and present and a basis for critical judgment of individual works of art. Subject to the general University requirements for graded courses, nonmajors may take any departmental course either graded or Pass/No pass (P/N).

Students expecting to transfer to the art history program from two-year colleges should 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 also fulfill University requirements.

Studio art (drawing, painting, sculpture, or design), 6 credit hours.

History of Western Art (ArH 204-206), 9 credit hours. Fulfills Arts and Letters requirements. History of Oriental Art (ArH 207 or 208 or 209), 3 credit hours. Fulfills Arts and Letters requirements.

Two years of French or German or another approved language, 24 credit hours.

Advanced language, a second language, or literature, 12 credit hours.

Two upper-division art history sequences, at least one of which must be in ancient art (ArH 411-413 or 414-416), Western Medieval Art (ArH 424-426), or Renaissance Art (ArH 431-433), 18 credit hours.

Critical Approaches to Art Historical Study (ArH 300), 3 credit hours.

Upper-division art history electives including at least 3 credit 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 elective areas for art history majors include: literature, history, anthropology, philosophy, music, fine arts, and design.

Proposed Minors

Beginning in September 1984, the department plans to offer three art history minors: one in

Western art history, one in Asian art history, and one in architectural history. Each of these minors requires 27 credit hours, including courses on the 200, 300, and 400 levels, and is available to any interested student. Students in the areas of environmental design, fine and applied arts, business, journalism, history, and language and literature may find these minors particularly useful.

Graduate Studies

The Department of Art History offers programs leading to the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) degrees in the fields of ancient, medieval, Renaissance, modern, and Oriental art and in the history of architecture. Seminars in methodology, criticism, and museology are open to graduate students. The department's M.A. 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 M.A. degree, and (2) those who want to acquire a solid foundation in the field before pursuing studies leading to a Ph.D.

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 Bibliography and Methods (ArH 514). All graduate students in Western art must 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 study. Students in both programs must satisfy the general requirements of the Graduate School regarding residence and the number of graded credit 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 Thesis (ArH 503) through the presentation of a written thesis. An oral examination is given on the thesis.

The program without a thesis is intended for students who want 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. These students are expected to emphasize either Western or Asian art. Their programs should be based on one of the following suggested patterns:

Western Art Majors	45 credit hours
Western art	24
Asian art	9
Bibliography and Methods (ArH 514)	3
Museology (ArH 511, 512, 513) or electives	9

Asian Art Majors 45 credit hours

Asian art	24
Western art	9
Bibliography and Methods (ArH 514)	3
Museology (ArH 511, 512, 513) or electives	9

Nonthesis-track students must take 9 credit hours of 500-level courses culminating in a comprehensive examination based on the student's individual course of studies.

During the first term of residence, each student must take a written examination in French or German, designed to test the student's ability to read the language. Students who do not pass the examination are 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 Ph.D. degree, in addition to general University requirements, 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 completion of 45 credit hours beyond the M.A.

Applications for admission to the graduate program for the academic year 1984-85 must be received by February 15, 1984.

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. Need not be taken in sequence. 201: spatial arts (architecture, planning, landscape); 202: two-dimensional arts (painting, prints, drawing); 203: plastic arts (sculpture, ceramics). Nicholson, Roth, Sundt.

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. 204: ancient; 205: medieval to early Renaissance; 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. 207: India; 208: China; 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 200-level art history courses Jacobson.

ArH 304. Art and Politics in the Ancient World. 3 credit hours. The use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit.

ArH 311, 312, 313. History of Western Architecture. 3 credit hours each term. Survey of architectural developments in the West from prehistory to the present. 311: prehistory through Byzantine; 312: early medieval to Renaissance; 313: Renaissance to present. Roth, Sundt.

ArH 315. The Acropolis of Athens. 3 credit hours. Introduction to the principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works of the Age of Pericles. Selected literary texts read in translation. Hurwit.

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 15th-century artists such as Masaccio, Donatello, and Botticelli; artistic style and content in relation 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 341. History of Modern Art. 3 credit hours. Introduction to the major movements in painting, sculpture, and graphics from the time of the Impressionists (1870s) to the present. Nicholson.

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 7th to the 2nd century B.C. Jacobson.

ArH 379. Architecture of Urban America. 3 credit hours. Changing attitudes toward the city and the suburb; the emerging building types unique to each. Aesthetics of urban form as illustrated by the "City Beautiful" movement. Influence of related developments in intellectual, political, and technological history on urban form. Roth.

ArH 381. History of Photography. 3 credit hours. Examination of the art of photography from its origins in the 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 409. Practicum. Credit hours to be arranged.

ArH 451, 452, 453. History of Interior Architecture. 3 credit hours. History of interior architecture as artistic expression, including the study of furnishings, textiles, and other interior traditions. Hawt.

ArH 478, 479. History of Landscape Architecture. 3 credit hours each term. History of gardens and public open spaces. 478: development of the garden from its origins until the 17th century, emphasizing the Western landscape tradition; 479: focus on public open-space design and the Anglo-American tradition—18th to 20th centuries. Helphand, Ross. Offered irregularly.

Upper-Division Courses Carrying Graduate Credit

Art history upper-division courses carrying graduate credit have 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. 411: Palaeolithic, Neolithic, and Near Eastern art; 412: Egyptian art and architecture; 413: Minoan, Mycenaean, and Thera art and architecture. Prerequisite: ArH 204, or instructor's consent. Hurwit. Offered alternate years with ArH 414, 415, 416.

ArH 414, 415, 416. Greek and Roman Art. (G) 3 credit hours each term. 414: Geometric and Archaic Greek art; 415: Classical and Hellenistic Greek art; 416: Etruscan and Roman art, to Constantine the Great. Prerequisite: ArH 204 or instructor's consent. Hurwit. Offered in alternate years with ArH 411, 412, 413; not offered 1983-84.

ArH 417. Prehistoric and Ancient Architecture. (G) 3 credit hours. Prehistoric building in Europe, including methods of archaeology and systems of dating. History of architecture, including landscape and urban planning, in Egypt and the ancient Near East; development of styles as related to materials, methods of construction, social conditions, and historical events. Prerequisite: ArH 201, 204, or 311 or instructor's consent. Sundt.

ArH 418. Greek Architecture. (G) 3 credit hours. Emergence of architecture in the Aegean area, especially in the second millennium B.C. Development of temples as the dominant form of monumental architecture in Greece and related territories, ca. 900-450 B.C.; codification of the Greek Orders; maturity of Greek architecture in Periclean Athens; modifications and innovations of the late Classical and Hellenistic periods. Prerequisite: ArH 201, 204, or 311 or instructor's consent. Sundt.

ArH 419. Roman Architecture. (G) 3 credit hours. Development of architecture during the emergence of Etruscan civilization, ca. 800 B.C. Variety of building types and engineering projects of the Republican era; development of new programs and building technologies under the Empire. Modification of Greek Orders; town planning and domestic architecture, approaches to landscape architecture; impact of Roman architectural developments at the borders of the Empire. Prerequisite: ArH 201, 204, or 311 or instructor's consent. Sundt.

ArH 421. Early Byzantine Art. (G) 3 credit hours. Early Christian and Byzantine art from the second century to A.D. 726. Prerequisite: ArH 205 or instructor's consent. McKenzie. ArH 421, 422, 423 offered in alternate years with ArH 424, 425, 426; not offered 1983-84.

ArH 422. Later Byzantine Art. (G) 3 credit hours. Byzantine art after Iconoclasm, A.D. 843-1453. Prerequisite: ArH 205 or instructor's consent. McKenzie. Not offered 1983-84.

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 instructor's consent. McKenzie. Not offered 1983-84.

ArH 424, 425, 426. Western Medieval Art. (G) 3 credit hours each term. 424: early medieval art in Western Europe through the 9th century; 425: Romanesque art; 426: Gothic art. Prerequisite: ArH 205 or instructor's consent. McKenzie. Offered 1983-84 and alternate years with ArH 421, 422, 423.

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, 204, 205, or 312 or instructor's consent. Sundt.

ArH 428. Romanesque Architecture. (G) 3 credit hours. Architecture in Western Europe ca. 1000-1200 A.D. Period of monasteries, pilgrimages, and Crusades. Emphasis on developed basilical form in religious architecture. Prerequisite: ArH 201, 205, or 312 or instructor's consent. Sundt.

ArH 429. Gothic Architecture. (G) 3 credit hours. Architecture in Western Europe from ca. 1130 to ca. 1500. Prerequisite: ArH 201, 205, or 313 or instructor's consent.

ArH 431, 432, 433. Renaissance Art. (G) 3 credit hours each term. Origin and development of Renaissance art in Italy. Prerequisites: ArH 205, 206 or instructor's consent. Pitts. Offered 1983-84 and alternate years with ArH 434, 435, 436.

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. Prerequisites: ArH 205, 206 or instructor's consent. Pitts. Offered in alternate years with ArH 431, 432, 433; not offered 1983-84.

ArH 437. Renaissance and Baroque Architecture. (G) 3 credit hours. Architecture in Italy and Western Europe from 1400 to the 18th century. Prerequisite: ArH 206 or 313 or instructor's consent. Roth.

ArH 441, 442, 443. Early Modern Art. (G) 3 credit hours each term. 441: Art in the 18th century. Study of painting, painters, and patrons in Europe from 1700 to the French Revolution. Development of the rococo style, Neoclassicism, and landscape painting. 442: Romantic art. An investigation of the Romantic era in European art (1789-1848), centering on Goya, Blake, Turner, and others. 443: Realism through Impressionism. Considers the major artistic movements of mid-19th century Europe from 1848-1880. Prerequisite: ArH 206. Nicholson.

ArH 444, 445, 446. Twentieth-Century Art. (G) 3 credit hours each term. 444: Post-Impressionism through Cubism. Major artistic movements and artists in Europe between 1880 and 1914 examined. 445: Art between the World Wars. A study of art from 1914 to the Second World War; the development of abstract art, dada, and surrealism; and the influence of photography and the resurgence of realism. 446: Art since 1940. The major artistic movements and critical theory in Europe and the United States from 1940 to the present. Prerequisites to 444, 445: ArH 206 or 341. Simmons.

ArH 448. Nineteenth-Century Architecture. (G) 3 credit hours. Architecture from the Industrial Revolution to ca. 1890. Prerequisite: ArH 206, 313, or 444 or instructor's consent. Roth.

ArH 449. Twentieth-Century Architecture. (G) 3 credit hours. Architecture from the *art nouveau* to the present. Prerequisite: ArH 206, 313, or 448 or instructor's consent. 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; 458, 459 offered 1983-84. 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 instructor's consent. Jacobson, Laing. Topics frequently offered under ArH 407(G): Seminar in Chinese Art.

ArH 470. Historic Preservation. (G) 3 credit hours. Theory and history of historic preservation in the United States and Europe; legislation and procedures.

ArH 471. Seventeenth-Century American Architecture. (G) 3 credit hours. Architecture in America, 1650-1750. Offered in alternate years; not offered 1983-84. Donnelly.

ArH 472. Eighteenth-Century American Architecture. (G) 3 credit hours. Architecture in America, 1750-1810. Offered in alternate years; not offered 1983-84. 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. Prerequisite: ArH 201, 206, 313, or 472. 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. Prerequisite: ArH 201, 206, 313, or 473. Roth.

Graduate Courses

ArH 501. Research. Credit hours to be arranged. P/N only.

ArH 503. Thesis. Credit hours to be arranged. P/N only.

ArH 505. Reading and Conference. Credit hours to be arranged.

ArH 506. Special Problems: Internship. Credit hours to be arranged.

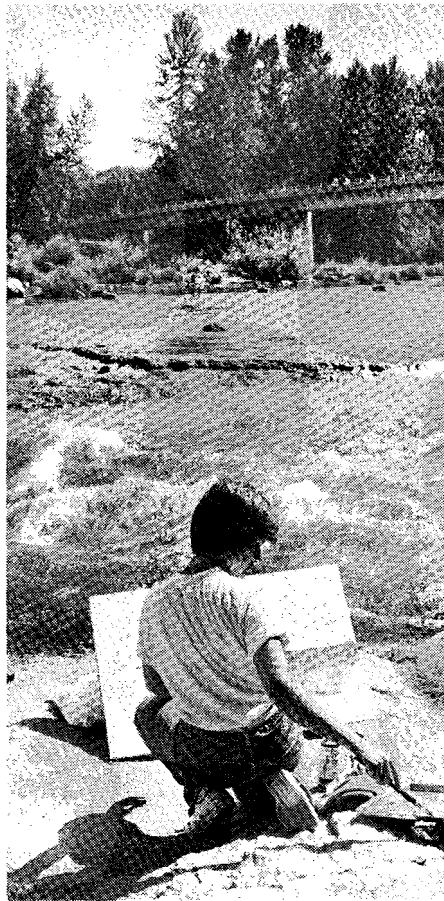
ArH 507. Seminar. Credit hours to be arranged. Each term the department offers a number of seminars. The following subjects indicate the general areas in which seminars are given; they are not necessarily specific seminar titles: ancient topography and monuments (Hurwit), Aegean Bronze Age art (Hurwit), Greek and Roman art (Hurwit), early medieval manuscript painting (McKenzie), gothic painting (McKenzie), early Russian painting (McKenzie), medieval Serbian painting (McKenzie), medieval architecture and decoration, Byzantine painting (McKenzie), Italian Renaissance (Pitts), northern European art (Pitts), European landscape painting (Nicholson), Impressionism (Nicholson), English Romantic art (Nicholson), 19th-century graphics (Nicholson), 20th-century Russian avant-garde art (Simmons), German art of the 1920s and 1930s (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.



Fine and Applied Arts

**164 Lawrence Hall
Telephone 686-3610**

Kenneth R. O'Connell, Department Head

Faculty

Laura J. Alpert, M.F.A., Assistant Professor (sculpture). B.A., 1968, Stanford; M.F.A., 1971, Oregon.

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., 1959, Washington; M.F.A., 1961, Claremont.

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

Carol S. Gates, M.A., Assistant Professor (visual design). B.S., 1977, M.A., 1980, Central Michigan.

Ronald J. Graff, M.F.A., Assistant Professor (painting). B.F.A., 1973, Kansas City Art Institute; M.F.A., 1975, Yale.

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

George Kokis, M.F.A., Professor (ceramics). B.F.A., 1955, M.F.A., 1961, Alfred.

LaVerne Krause, B.S., Professor (printmaking, painting). B.S., 1946, Oregon.

C. Max Nixon, B.F.A., Professor Emeritus (metalcraft, jewelry, weaving). B.F.A., 1939, Kansas.

Kenneth R. O'Connell, M.F.A., Associate Professor (visual design). M.F.A., 1972, Oregon.

Frank S. Okada, B.F.A., Professor (painting, drawing). B.F.A., 1957, Cranbrook Academy of Art.

Ted N. Orland, M.A., Assistant Professor (photography). B.S., 1963, Southern California; M.A., 1974, San Francisco State.

Kenneth H. Paul, M.A., Associate Professor (printmaking, painting). B.A., 1961, M.A., 1965, Wyoming.

Richard C. Pickering, M.F.A., Senior Instructor. B.A., 1964, Arizona State; M.F.A., 1970, Oregon.

Barbara Pickett, B.S., Assistant Professor (weaving). B.S., 1971, Portland State.

C. B. Ryan, M.F.A., Professor Emeritus (painting, drawing). B.S., 1939, M.F.A., 1940, Oregon.

Jay V. Soeder, M.F.A., Associate Professor (painting, drawing). B.S., 1948, Indiana State Teachers; B.F.A., 1950, M.F.A., 1950, Art Institute of Chicago.

David R. Stannard, M.S., Associate Professor (ceramics). B.A., 1948, Redlands; M.S., 1966, Oregon State.

Andrew M. Vincent, Professor Emeritus. 1929, Art Institute of Chicago.

Barbara Wendel, M.F.A., Assistant Professor (photography). B.A., 1976, Maryland, M.F.A., 1980, Delaware.

Jan Zach, Professor Emeritus (sculpture). 1938, Academy of Fine Arts, Prague.

The Department of Fine and Applied Arts has courses of instruction in painting, drawing, printmaking, sculpture, photography, visual design, ceramics, fibers, metalsmithing, and jewelry. Lower-division courses are designed to serve both students doing their major work in the department and nonmajors seeking studio work as part of a liberal education.

Undergraduate Studies

Three baccalaureate degrees are offered by the department: a four-year program leads to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, and a five-year program leads to the Bachelor of Fine Arts (B.F.A.).

Major disciplines are not separated at the undergraduate level except in the case of the fifth-year program for a B.F.A. degree.

Requirements

General departmental requirements for the B.A. and B.S. degree are 72 credit hours, including 9 credit hours of art history. Of the remaining 63 credit hours in the major, at least 6 must be in either drawing or basic design and 24 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 (ArtC, ArtJ, ArtP, ArtR, ArtS, ArtV, or ArtW 498).

Students who have completed a comparable four-year curriculum in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must, however, satisfy the University's residence requirement of 45 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 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 faculty adviser during the first year. The importance of program planning cannot be overemphasized. That the selected adviser 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 (M.F.A.) 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 baccalaureate and master's degrees. The M.F.A. is a two-year program which ordinarily requires six consecutive regular terms as a full-time student. It is not the

intention of the departmental faculty to generate a preoccupation with credit-hour requirements, but certain minimum conditions 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 in either art history or art theory or both, plus a minimum of 9 credit hours of Terminal Project (ArtC, ArtJ, ArtP, ArtR, ArtS, ArtV, or ArtW 509). Graduate students in this department may elect to take all their work on a Pass/No pass (P/N) basis. Because the principal requirements here are those of residence, which may not be waived, there is no policy for the acceptance of transferred graduate credit. All work done elsewhere, both privately and in other schools and foundations though not reviewed for credit, will be honored.

Most of the first year is spent establishing work patterns and becoming more familiar with departmental courses of instruction, staff, and facilities. Prospective students are expected to have the equivalent of this department's B.F.A. degree; those admitted without this experience are expected to make up background deficiencies before being admitted to the two-year program.

It is assumed that prospective graduate students have some knowledge of the department's offerings and seek entrance for particular reasons. The transition from the first year into the more independent phase of the terminal project of the second year is generally most rewarding to those who visit the school prior to application and those who base their application on some firm knowledge.

Formal Procedures

Conditional Admission. Applicants must make specific inquiry based on discipline and commitment, submitting application, transcripts, vita, portfolio, and letters of recommendation as requested. All applicants accepted by the Graduate School are given conditional admission to study for the M.F.A. (graduate classification G3).

Until or unless an entering student has a specific request for a graduate adviser, the faculty member so designated customarily serves as class 3 adviser. During this time, the student's enrollment consists of course work and special studies in his or her discipline and in other instructional areas to assure broader acquaintance with the department and the University.

Sometime after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the class 3 adviser. The committee is composed of no fewer than four departmental faculty members, two of whom, whenever 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 outside the department are wanted on this committee, they are 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 graduate classification to G8.

Terminal Adviser and Project. As soon as the student 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 outside the department. The entire committee meets 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, departmental faculty should receive the courtesy of notification. However, it should be understood that guests are not to compromise the purpose of the meeting. The preliminary review is usually timed to allow three subsequent terms to complete the terminal project.

During the course of work on the terminal project, the candidate arranges for individual 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. Department staff 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 submission to the department of a project report, in a form appropriate to the nature of the project and suitable for binding for use in the school library. This bound copy of the terminal report must be signed by the terminal project adviser. An additional copy of the report may be made available to the area of discipline for its use. The student may also request an additional bound copy.

Courses Offered

General Departmental Courses

Art 199. Special Studies. 1-3 credit hours.

Art 200. SEARCH. 1-3 credit hours.

Art 291. Drawing. 2-4 credit hours any term. 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. Pickering. P/N only.

ArtS 297. Drawing and Modeling. 2-4 credit hours any term. Study of forms in space using the two dimensions of drawing and the three dimensions of modeling.

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.

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. Subjects vary according to opportunity and need to serve the program interests of both faculty and students. Generally, but not limited to, a studio-related exploration not offered as a regular course of study. Instructor's consent is required for all studies to be arranged both for content and scheduling. Students are encouraged to discuss these possibilities with their advisers.

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, James, Pickering.

ArtC 401. Research. Credit hours to be arranged.

ArtC 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Ceramics: Upper-Division Courses Carrying Graduate Credit

ArtC 407. Seminar. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 408. Workshop. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent. P/N only.

ArtC 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 507. Seminar. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtC 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.

Metalsmithing and Jewelry: Undergraduate Courses

ArtJ 199. Special Studies. 1-3 credit hours. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent.

ArtJ 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtJ 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtJ 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Metalsmithing and Jewelry: Upper-Division Courses Carrying Graduate Credit

ArtJ 407. Seminar. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent. P/N only.

ArtJ 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtJ 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtJ 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtJ 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.

Painting: Undergraduate Courses

ArtP 199. Special Studies. 1-3 credit hours. Prerequisite: instructor's consent.

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, Graff, Okada.

ArtP 292. Water Color. 2-4 credit hours. Basic instruction in the use of water media, with particular attention to the limitations and capabilities of these media.

ArtP 381. Water Color. 2-4 credit hours. Instruction in visual and manual understanding of the media, with emphasis on transparency and fluidity. Special attention to notation of transitory conditions of light and atmosphere. Prerequisite: Art 291 or ArtP 292. Okada.

ArtP 390. Painting. 2-4 credit hours any term. Advanced study of painting concepts and technical processes. Independent initiative is encouraged. Prerequisite: 8 credit hours of lower-division painting or the equivalent. Baker, Graff, Okada.

ArtP 391. Drawing. 2-4 credit hours any term. Continued study in observation related to visual and spatial phenomena. Prerequisite: 4 credit hours of Art 291. Baker, Graff, Okada.

ArtP 392. Composition and Visual Theory. 2-4 credit hours any term. A three-term sequence concerned with visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prerequisite: 4 credit hours of Art 291 or 295 or instructor's consent. Offered infrequently.

ArtP 401. Research. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 481. Water Color. 2-4 credit hours, spring. Advanced study in selected water media. Prerequisite: Art 381 or instructor's consent. Okada.

ArtP 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Painting: Upper-Division Courses Carrying Graduate Credit

ArtP 407. Seminar. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 408. Workshop. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

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 subjects, including still lifes, landscapes, and figures. Prerequisite: 6 credit hours of ArtP 390 or equivalent. Baker, Graff, Okada.

ArtP 491. Advanced Drawing. (G) 2-4 credit hours. Advanced work in the use of drawing as a conceptual and technical tool for revealing information from various sources, including still life, landscape, and figure. Prerequisite: 6 credit hours of ArtP 391. Baker, Graff, Okada.

ArtP 492. Composition and Visual Theory. (G) 2-4 credit hours any term. A study of light, color, surface, and visual processes as related to painting and visual communication. Baker. Offered infrequently.

Painting: Graduate Courses

ArtP 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

ArtP 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 507. Seminar. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtP 590. Graduate Studies in Painting. Credit hours to be arranged. Advanced work with problems of color and form, technique, processes, and visual theories. Prerequisite: instructor's consent.

ArtP 591. Graduate Studies in Drawing. Credit hours to be arranged. Advanced work with problems of form, technique, processes, and visual theories. Prerequisite: instructor's consent.

Printmaking: Undergraduate Courses

ArtR 199. Special Studies. 1-3 credit hours. Prerequisite: instructor's consent.

ArtR 348. Silkscreen. 3 credit hours any term. Traditional and contemporary techniques of screen-printing, including film stencil, liquid blackout stencil, paper stencil, and photosensitive approaches. Emphasis on the medium as a unique conceptual and expressive tool. May include poster design. Periodic group discussions and techniques. Prerequisite: instructor's consent. Paul.

ArtR 349. Fundamentals of Printmaking. 3 credit hours any term. Introduction to techniques of woodcut, collograph, lithography, and etching as primary means of expression. Practice in hand-printing of editions. Rotating term-long offerings in each medium. Krause, Paul.

ArtR 401. Research. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtR 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtR 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtR 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Printmaking: Upper-Division Courses Carrying Graduate Credit

ArtR 407. Seminar. (G) Printmaking. Credit hours to be arranged. Prerequisite: instructor's consent.

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. Prerequisites: ArtR 349 and instructor's consent. Paul.

ArtR 483. Intaglio Printing Methods. (G) 2-4 credit hours any term. Etching, dry point, engraving, aquatint, soft ground, sugar lift, 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. Prerequisites: ArtR 349 and instructor's consent. Krause.

Printmaking: Graduate Courses

ArtR 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

ArtR 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtR 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtR 507. Seminar. Credit hours to be arranged. Prerequisite: instructor's consent. Krause.

ArtR 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtR 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent.

Sculpture: Undergraduate Courses

ArtS 199. Special Studies. 1-3 credit hours. Prerequisite: instructor's consent.

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. Alpert, Buckner.

ArtS 393. Intermediate Sculpture. 2-4 credit hours any term. Expansion of skills through practice in the basics of additive, reductive, and constructive sculpture. Prerequisite: Art 291 or instructor's consent. Alpert, Buckner.

ArtS 401. Research. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Sculpture: Upper-Division Courses Carrying Graduate Credit

ArtS 407. Seminar. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

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: instructor's consent.

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. Alpert, Buckner.

ArtS 494. Advanced Sculpture. (G) 2-4 credit hours any term. Intensive creative work in a wide variety of media. Regular reviews and discussions of traditional and contemporary sculptural ideas and their relationship to personal expression. Prerequisite: instructor's consent. 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. Prerequisite: instructor's consent. P/N only.

ArtS 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 507. Seminar. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtS 594. Graduate Studies in Sculpture. Credit hours to be arranged. Advanced work in the problems of forms and their relationship to space. Studio research into traditional and contemporary concepts to find personal expression. Prerequisite: instructor's consent.

Visual Design: Undergraduate Courses

ArtV 199. Special Studies. 1-3 credit hours.

ArtV 251. Introduction to Photography. 3 credit hours. The camera and how it functions. Lectures, field trips, and reviews. Work with color slide film; no darkroom work.

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: instructor's consent. Orland, Wendel.

ArtV 382. Letter Form. 2-4 credit hours any term. Fall: study of fundamentals of calligraphy; winter: study of typography; spring: codification techniques as related to photo and electronically generated graphics.

ArtV 383. The Graphic Symbol. 2-4 credit hours any term. Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prerequisite: ArtV 382 or instructor's consent. 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 instructor's consent. Orland, Wendel.

ArtV 401. Research. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Visual Design: Upper-Division Courses Carrying Graduate Credit

ArtV 407. Seminar. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 408. Workshop. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

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 instructor's consent. Foster, O'Connell. Open to nonmajors.

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 instructor's consent. Orland, Wendel.

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 instructor's consent. O'Connell, Foster. Open to nonmajors.

Visual Design: Graduate Courses

ArtV 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

ArtV 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 507. Seminar. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtV 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.

Weaving: Undergraduate Courses

ArtW 199. Special Studies. 1-3 credit hours. Prerequisite: instructor's consent.

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. 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. Prerequisite: instructor's consent.

ArtW 405. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 406. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 498. Terminal Creative Project. Credit hours to be arranged. Open only to B.F.A. degree candidates.

Weaving: Upper-Division Courses Carrying Graduate Credit

ArtW 407. Seminar. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 408. Workshop. (G) Credit hours to be arranged. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent. Offered infrequently.

Weaving: Graduate Courses

Note: Graduate work in weaving is in conjunction with the visual design area.

ArtW 501. Research. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

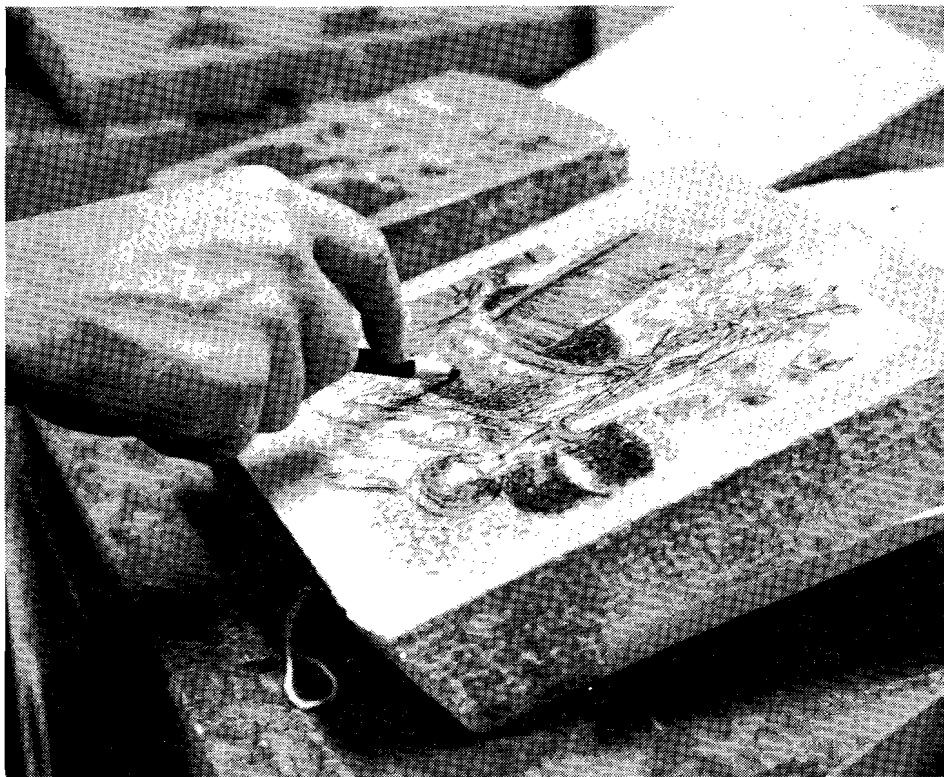
ArtW 505. Reading and Conference. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 506. Special Problems. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 507. Seminar. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 508. Workshop. Credit hours to be arranged. Prerequisite: instructor's consent.

ArtW 509. Terminal Creative Project. Credit hours to be arranged. Prerequisite: instructor's consent.



For application for admission,
write or call:

Office of Admissions
270 Oregon Hall
University of Oregon
Eugene OR 97403

Telephone (503) 686-3201
In Oregon 1-800-232-3825



College of Business Administration

268 Gilbert Hall
 Telephone 686-3300
James E. Reinmuth, Dean
Richard Steers, Associate
Dean for Academic Affairs
Don Lytle, Director of
Undergraduate Programs
Kenneth Ramsing, Director of
Graduate Programs

The College of Business Administration provides the broad education and understanding essential for responsible administrative, research, and technical careers in business, government, and education.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 60 percent of their work outside the college. Within the college, professional courses treat subjects affecting firms and organizations and their responsibilities to the owners, employees, customers, and society in general.

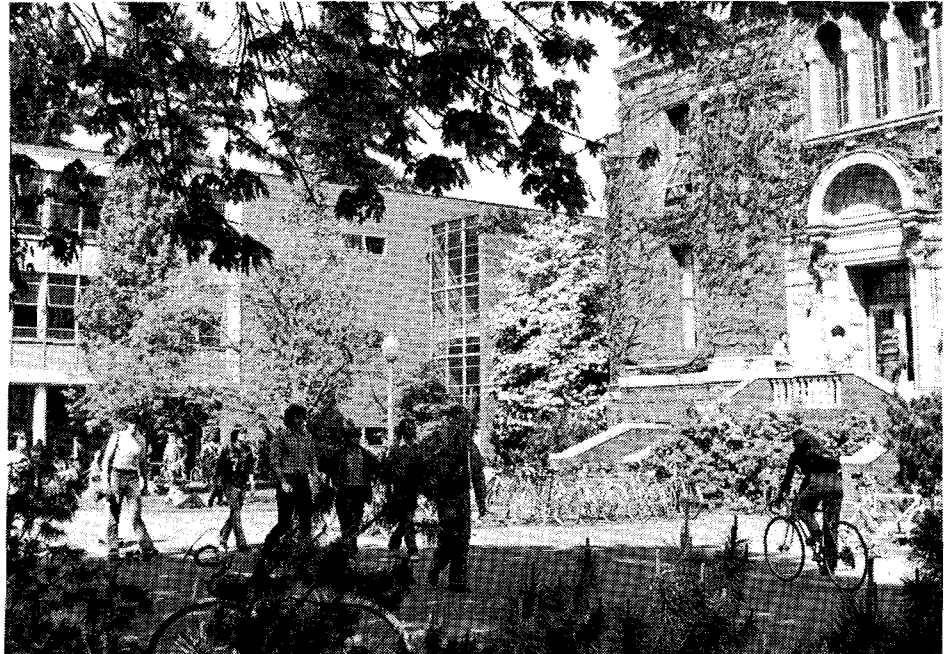
The instructional program of the college is offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the University.

The College of Business Administration was established in 1914. Its undergraduate program was accredited in 1923, and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Through the Graduate School of Management, the college offers master's and doctoral degree programs. Details of these programs may be found in the section beginning on page 200.

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, as it 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 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.

Center for Capital Market Research

The Center for Capital Market Research has a national reputation for excellence in research and public service. The results of its research in financial institutions, markets, and management have had a major impact on the financial management of its clients. The center monitors sales of all new municipal bonds, is a clearinghouse for sales information, and assists state and local governments on request.

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 201.

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 pages 198-99.

Northwest Strategic Management Institute

Established in 1983, the Northwest Strategic Management Institute hopes to enhance the effectiveness, growth, and profitability of the Northwest's industries while creating more and better employment opportunities for the work force. Institute activities include workshops on corporate strategy, organizational effectiveness, and leadership; studies identifying expanded market opportunities; studies of the effects of state and local regulatory policy on Oregon's economic development; research on funding of public services and of residential housing; and projects dealing with productivity and quality of work life.

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 Career Planning and Placement Service.

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 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 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. Students must satisfy the admission requirements in effect when they declare prebusiness status. Students who do not attend the University for two consecutive academic terms or longer are considered to have withdrawn from the College of Business Administration and must satisfy requirements in effect when they request reinstatement.

In order to be admitted as a business major, the student must meet the following requirements:

- (1) Earn at least 93 credit hours of course work at the University of Oregon or another college or university. Only credit hours that are accepted as transfer credits by the University count toward the 93 credit hours. At least 60 of the 93 hours must be graded, including the business, economics, and mathematics courses in the conceptual tools core.
- (2) Complete the College of Business Administration conceptual tools core.
- (3) Fulfill the University group requirements, Wr 121, and either Wr 122 or 123.
- (4) Have a cumulative grade point average (GPA) 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. The GPA is based on all graded courses completed. If a graded course is repeated, both are counted in calculating the GPA; however, credit is only given once.

Note: If the number of qualified applicants exceeds the available spaces, those best qualified are admitted. In no case will the required GPA be below 2.75 but it may be higher. Inquire at the College of Business

Administration office, 271 Gilbert Hall, for current admission policy.

A student who meets all admission criteria except the 2.75 GPA may petition for admission as a business major. Students who have attained at least a 3.00 GPA for each of the preceding two terms are considered, but approval is not automatic. Taking a minimum of 12 graded credit hours per term in academic courses enhances the possibility of approval.

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 (a) during the term when they are completing the admission criteria presented in (1) through (4) above, or (b) after all admission criteria have been met.

Application for admission must be submitted in 271 Gilbert Hall 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 is effective the following term.

Transfer Students. All transfer students wanting to major in business are admitted to the University as prebusiness majors. Students qualified for admittance as majors are notified at their first advising session to apply for major status. Those not qualified continue as prebusiness majors until requirements for admission have been satisfied, at which time they apply as above.

When there are significant changes in admission requirements, the effective date for transfer students is normally one academic year following the catalog in which the change first appears. Students planning to transfer to the University are urged to contact the College of Business Administration advising office concerning equivalent courses and admission criteria.

Degree Requirements

For advising purposes, University and college requirements are summarized below. For the B.S. degree, the student must complete these requirements, plus 36 credit hours of either science or social science as specified on page 22. For the B.A. degree, the student must complete the requirements below, plus language and literature requirements as specified on page 22.

(1) GENERAL UNIVERSITY REQUIREMENTS

Group Requirements. 18 group-satisfying courses distributed among the arts and letters, sciences, and social sciences groups. See College of Arts and Science group requirements, page 18, for details.

Wr 121 and Wr 122 or 123, or approved equivalents;

one term of health;

62 upper-division credit hours;

45 of the last 60 credit hours must be taken in residence during regular sessions;

90 graded credit hours of which 45 must be taken in residence;

a total of 186 credit hours.

(2) COLLEGE OF BUSINESS ADMINISTRATION REQUIREMENTS

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 3 credit hours unless noted otherwise.

Introductory Economic Analysis (Ec 201, 202); Introduction to Accounting (Actg 221); Managerial Accounting (Actg 260); Introduction to Business Statistics (DSc 230) or Calculus for the Nonphysical Sciences (Mth 209); Introduction to Law (BE 226); Calculus for the Nonphysical Sciences (Mth 207, 208), 8 credit hours; Introduction to Business Information Processing (CIS 131), 4 credit hours; 9 credit hours selected from sociology, psychology, and anthropology courses listed in the social sciences group (three courses of at least 3 credit hours each); Fundamentals of Speech Communication (RhCm 121) or Fundamentals of Public Speaking (RhCm 122).

Upper-Division Core. The following courses are required (3 credit hours each): Intermediate 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); Concepts of Production/Operations Management (DSc 335); Business Statistics (DSc 330); Business Policies (Mgmt 453).

Residence Requirement. Students must take 45 upper-division credit hours in business of which 36 must be taken in residence. 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.

Studies in Business and Economics. Students must take at least 72 credit hours in business and economics.

Studies in Other Disciplines. Students must take at least 108 credit hours in nonbusiness and noneconomics courses.

Major Option. Each student (except accounting majors) must complete five courses (15 credit hours) in a major subject area: finance, management, marketing, or decision sciences. Specific requirements are determined by each department. Accounting majors must meet the requirements specified in the Accounting section of this catalog.

Secondary Subject Area. Each nonaccounting major must complete a secondary subject area consisting of three courses (9 credit hours) selected from the list available in 271 Gilbert Hall.

Note: Students must satisfy the College of Business Administration upper-division course requirements in effect when they are admitted as majors.

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 used to satisfy a major subject area requirement must be taken on a graded basis and passed with grades of C- or better.

(2) Courses in the upper-division core must be passed with grades of C- or better if graded or P if Pass/No pass.

(3) Equivalency is not granted for any transfer course in which a D was received.

Please refer to page 17 of this catalog for details of the University grading system.

Admission to upper-division business classes is restricted to majors except with instructor's permission. A student must be admitted as a major in order to qualify for a degree in business administration.

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 in 271 Gilbert Hall. 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 may also select a faculty adviser to consult concerning content of specific courses and programs that will help attain career objectives. Students should request assistance in selecting a faculty adviser at the Student Advising Office.

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 final year and to ensure 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
Barry Spicer, Department Head

Faculty

Marinus J. Bouwman, Ph.D., Assistant Professor. M.S., 1971, Eindhoven; M.S., 1973, Ph.D., 1978, Carnegie-Mellon.

Robert G. Bowman, Ph.D., Associate Professor. B.A., 1962, Pomona; M.S., 1969, San Diego State; Ph.D., 1978, Stanford. C.P.A., California.

Paul Frishkoff, Ph.D., Associate Professor. B.A., 1960, Swarthmore; M.B.A., 1962, Chicago; Ph.D., 1970, Stanford. C.P.A., California, Oregon.

Helen Gernon, Ph.D., Assistant Professor. B.B.A., 1968, Georgia; M.B.A., 1972, Florida Atlantic; Ph.D., 1978, Pennsylvania State. C.P.A., Florida.

Raymond D. King, Ph.D., Assistant Professor. B.S., 1971, Montana State; M.B.A., 1974, Montana; Ph.D., 1980, Oregon. C.P.A., Montana.

Larry Lookabill, Ph.D., Assistant Professor. B.S., 1968, Portland State; M.B.A., 1969, Washington; Ph.D., 1975, Stanford. C.P.A., Oregon.

Chris J. Luneski, Ph.D., Associate Professor. A.B., 1956, Johns Hopkins; M.A., 1959, Ph.D., 1965, Minnesota.

Terrence B. O'Keefe, Ph.D., Associate Professor. B.A., 1963, Wittenberg; M.S., 1967, Ph.D., 1970, Purdue.

John W. Soha, M.B.A., Associate Professor Emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan. C.P.A., Washington.

Barry Spicer, Ph.D., Associate Professor. B.Com., 1970, University of Queensland; Ph.D., 1976, Washington.

Don Wharton, B.S., Adjunct Instructor. B.S., 1950, Southern California. C.P.A., California.

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 are 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 or marks of D, W, or drop without grade, or of F, Y, or N, normally disqualify a student from further study in accounting. A 2.00 GPA in upper-division 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 per 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 credit hours of advanced course work in decision sciences, as approved by the student's accounting faculty adviser; Introduction to Auditing (Actg 440); Advanced Accounting (Actg 450); Cost Analysis (Actg 460); Management Information Systems (Actg 420 or comparable course work as approved by the student's accounting faculty adviser); 3 credit hours in 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 Certified Public Accountant (C.P.A.) Examination are advised to take additional business law courses beyond Introduction to Law (BE 226).

The requirements are 9 credit hours for a secondary subject area distributed as follows (3 credit hours per 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); Management Information Systems (Actg 420); Cost Analysis (Actg 460).

Courses Offered

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. Prerequisites: 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. Prerequisites: 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.* Prerequisites for Actg 350 are Actg 222, 260, junior standing, and instructor's consent. 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. Prerequisites: one year of college mathematics, CIS 131, DSc 230, Actg 222, 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 accounting, governmental accounting; nonaccounting careers; personnel and client relationships, individual goals, and choice points. Term paper required. Prerequisite: junior standing; corequisite: Actg 350.

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 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 focuses 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. Prerequisites: Actg 222, 260, junior standing.

**Upper-Division Courses
Carrying Graduate Credit**

Actg 407. Seminar. (G) Credit hours to be arranged.

Actg 411. Introduction to Income Taxation. (G) 3 credit hours.

Designed for both majors and non-majors. Intended to develop an understanding of the law, with emphasis on taxation of individuals; familiarity with income tax procedures; introduction to tax research. Prerequisites: 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. Prerequisites: Actg 411, senior standing.

Actg 420, 421. Management Information Systems. (G) 3 credit hours each term.

Basic theory of accounting information systems, dealing with such topics as the role of information in modern organizations, general systems design considerations, and data-base design, accounting control, and auditing. The theory is complemented by an overview of modern data processing technology. Prerequisites: Actg 260, CIS 131, senior standing or instructor's consent. 421 not offered 1983-84.

Actg 440. Introduction to Auditing. (G) 3 credit hours.

General perspective on financial statement examinations, audit process and environment, the audit profession, professional standards, and audit sampling. Prerequisite: senior or graduate standing; corequisite: Actg 352 or 531.

Actg 441. Auditing Concepts and Procedures. (G) 3 credit hours.

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.

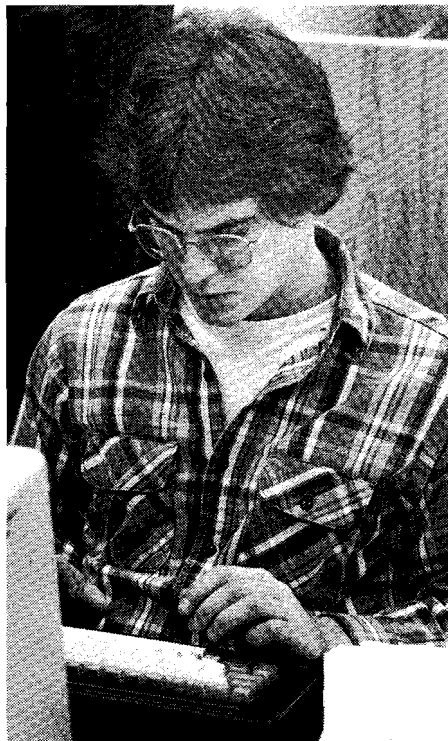
Contemporary issues in financial reporting. Recognition, measurements, and display problems of diverse entities, including corporate combinations. Impact of standards and of regulations. Prerequisites: Actg 352 or 531, senior or graduate standing.

Actg 451. Special Topics in Accounting. (G) 3 credit hours. Contemporary topics of accounting research. Content varies depending on interests of students and of instructor. Prerequisite: Actg 450. Not offered 1983-84.

Actg 460. Cost Analysis. (G) 3 credit hours. Use of accounting information for managerial decision making, planning, and control. Prerequisites: Actg 360, CIS 131, senior or graduate standing.

Actg 480. Problems in Professional Accounting. (g) 3 credit hours.

Review of various topics relating to the Uniform C.P.A. Examination, the Certificate in Management Accounting (C.M.A.) Examination, and other professional designations. Prerequisite: instructor's consent. Not offered 1983-84.



Decision Sciences

209D Gilbert Hall

Telephone 686-3377

Larry E. Richards, Department Head

Faculty

Sergio Koreisha, D.B.A., Assistant Professor. B.S., 1974, M.E., 1975, California, Berkeley; D.B.A., 1980, Harvard.

Arthur E. Mace, Ph.D., Professor Emeritus. B.A., 1938, Amherst; Ph.D., 1947, Chicago.

Thomas P. McWilliams, Ph.D., Assistant Professor. B.S., 1973, Gonzaga; M.S., 1975, Ph.D., 1979, Stanford.

Kenneth D. Ramsing, Ph.D., Professor; Director of Graduate Programs. B.S., 1960, Oregon State; M.B.A., 1962, Ph.D., 1965, Oregon.

James E. Reinmuth, Ph.D., Professor and Dean. B.A., 1963, Washington; M.S., 1965, Ph.D., 1969, Oregon State.

Larry E. Richards, Ph.D., Associate Professor. B.A., 1962, M.B.A., 1963, Washington; Ph.D., 1969, California, Los Angeles.

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 per course):

Applied Regression Analysis (DSc 435); Introduction to Management Science (DSc 445); plus three additional 400-level decision sciences 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 per course): Applied Regression Analysis (DSc 435); Introduction to Management Science (DSc 445); plus one additional 400-level course in decision sciences.

Courses Offered

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. Prerequisites: Mth 208, DSc 230 or equivalents. Enrollment in DSc 330 should immediately follow completion of DSc 230. DSc 335 should be taken immediately after completion of DSc 330.

DSc 335. Concepts of Production and Operations Management. 3 credit hours. 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. Prerequisites: DSc 330, Mth 208.

DSc 401. Research. Credit hours to be arranged.

DSc 403. Thesis. Credit hours to be arranged.

DSc 405. Reading and Conference. Credit hours to be arranged.

DSc 409. Practicum. 1-2 credit hours.

DSc 410. Experimental Course. Credit hours to be arranged.

DSc 420. Applied Sampling. 3 credit hours.

Application of sampling techniques to business problems. Topics include simple random sampling, stratified sampling, cluster sampling, systematic sampling, ratio and regression estimators. Prerequisites: DSc 330, Mth 208.

DSc 425. Applied Statistical Decision Theory. 3 credit hours. Use of probability theory and utility functions to evaluate risk, information, and alternatives in decision problems. Comparative analysis of decision problems under conditions of uncertainty using classical statistics and Bayesian statistics. Prerequisites: Mth 208, DSc 330 or equivalents.

Upper-Division Courses Carrying Graduate Credit

DSc 407. Seminar. (G) Credit hours to be arranged.

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. Prerequisites: Mth 208, DSc 330 or equivalents.

DSc 435. Applied Regression Analysis. (G) 3 credit hours. 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. Prerequisites: Mth 208, DSc 330 or equivalents.

DSc 440. Applied Time Series Analysis for Forecasting. (G) 3 credit hours. 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. Prerequisites: Mth 208, DSc 330 or equivalents.

DSc 445. Introduction to Management Science. (G) 3 credit hours. 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. Prerequisites: DSc 335, Mth 208.

DSc 450. Advanced Management Science. (G) 3 credit hours. Introduction to nonlinear programming and stochastic models. Topics include unconstrained optimization, Kuhn-Tucker theorem, Lagrangian multipliers, Markov chains, and Poisson processes. Prerequisites: DSc 445, Mth 208.

DSc 455. Production Systems Analysis. (G) 3 credit hours. 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. Prerequisites: 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. Prerequisites: 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 work in teams under faculty supervision. Prerequisite: DSc 455.

Finance

164 Gilbert Hall

Telephone 686-3353

Michael H. Hopewell, Department Head

Faculty

Thomas W. Calmus, Ph.D., Associate Professor (managerial economics, taxation). B.A., 1957, Sacramento State; Ph.D., 1966, California, Berkeley.

Larry Dann, Ph.D., Associate Professor (financial management, investments). B.S., 1967, Northwestern; M.B.A., 1969, Harvard; Ph.D., 1980, California, Los Angeles. On leave winter, spring 1984.

Jerome J. Dasso, Ph.D., H. T. Miner Professor (real estate, urban development). B.S., 1951, Purdue; M.B.A., 1952, Michigan; M.S., 1960, Ph.D., 1964, Wisconsin, Madison; A.I.P., 1969, S.R.P.A., 1971.

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., Associate Professor (financial markets, intermediation theory). A.B., 1973, Michigan State; M.B.A., 1977, Ph.D., 1978, Michigan.

Richard W. Lindholm, Ph.D., Professor and Dean Emeritus (taxation). A.B., 1935, Gustavus Adolphus; M.A., 1938, Minnesota; Ph.D., 1942, Texas.

M. Megan Patch, Ph.D., Assistant Professor (financial management, investments). B.A., 1971, Carleton; M.B.A., 1976, Ph.D., 1981, Wisconsin, Madison.

George A. Racette, Ph.D., Associate Professor (financial management, investments). B.A., 1966, Stanford; M.B.A., 1967, Michigan; Ph.D., 1972, Washington.

Donald A. Watson, Ph.D., Professor Emeritus (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, regulation). A.B., 1959, Vassar; M.B.A., 1975, M.S., 1976, Ph.D., 1981, Rochester.

The Department of Finance offers courses in finance, real estate, and business economics. For 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 on financial institutions and markets, financial management, and investments provide an understanding of the application of business financial analysis and decision making to the solution of business management problems. 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 Administration, requirements for a major subject area in finance are 15 credit hours, distributed as follows (3 credit hours each):

Financial System (Finl 314); Financial Analysis (Finl 372); Investments (Finl 380); Advanced Financial Management (Finl 473); plus one of the following: Taxation Topics (Finl 323), Experimental Course: Topics in Finance (Finl 410), Financial Institutions and Markets (Finl 462), or 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, to take Financial Accounting (Actg 222) as an elective.

The requirements for a secondary subject area in finance are 9 credit hours, distributed as follows (3 credit hours per course): Financial System (Finl 314); Financial Analysis (Finl 372); Investments (Finl 380).

Real Estate

The secondary subject area in real estate is designed to provide exposure to the development, financing, marketing, and management of real estate. The requirements for a secondary subject area in real estate are 9 credit hours, as follows (3 credit hours per course):

Financial Management of Real Estate (Finl 341); Real Estate Finance (Finl 446); Real Estate Investment Analysis (Finl 447).

Courses Offered

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. 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. Major emphasis on the understanding of basic theoretical concepts, their empirical measurement, and their application to real problems. Prerequisites: 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. Prerequisites: 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, emphasizing corporate financial policies; management of liquid assets; selection among alternative investment opportunities; funds acquisition; dividend policies; determination of the optimal debt-equity mix. Prerequisites: 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. Prerequisites: Ec 201, 202, junior or senior standing.

Finl 341. Financial Management of Real Estate. 3 credit hours. Real estate principles and practices, with 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: Finl 316, junior or senior standing.

Finl 400. SEARCH. 1-3 credit hours.

Finl 401. Research. Credit hours to be arranged.

Finl 403. Thesis. Credit hours to be arranged.

Finl 405. Reading and Conference. Credit hours to be arranged.

Finl 407. Seminar. Credit hours to be arranged.

Finl 409. Practicum. 1-2 credit hours.

Finl 410. Experimental Course. Credit hours to be arranged.

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 large effects of resource use planning rather than on a small area of project management. Prerequisites: Finl 341, or instructor's consent, 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. Prerequisites: Finl 341 or equivalent or instructor's consent, 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 impact of depreciation, financing, taxes, management, and holding period on investment values of property and on rates of return on equity. Prerequisites: Finl 446 or instructor's consent, 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. Prerequisites: 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. Prerequisites: 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

James R. Terborg, Department Head

Faculty

Edwin F. Beal, Ph.D., Professor Emeritus (personnel, industrial relations). B.A., 1931, Ohio Wesleyan; M.S., 1951, Ph.D., 1953, Cornell.

Warren B. Brown, Ph.D., Professor (management of innovation, corporate policy and strategy, organizational design). B.S., 1955, Colorado; M.S., 1957, Stanford; M.S., 1959, Ph.D., 1962, Carnegie-Mellon.

William E. Burr II, M.B.A., Adjunct Instructor (business policy). B.A., 1944, United States Military Academy; M.A., 1964, George Washington; M.B.A., 1978, Oregon.

Charles W. Cole, M.A., Adjunct Instructor (management and organizational behavior). B.S., 1950, Oregon State; B.S., 1955, Naval Post Graduate; M.A., 1964, George Washington.

Eaton H. Conant, Ph.D., Professor (industrial relations, labor economics); Director, Institute of Industrial Relations. B.S., 1956, M.S., 1958, Ph.D., 1960, Wisconsin, Madison.

Gregory S. Hundley, Ph.D., Assistant Professor (industrial relations, human resources management). B.Com., 1972, Western Australia; Ph.D., 1981, Minnesota.

Catherine M. Jones, Ed.D., Professor Emerita (business education, office management). B.A., 1937, Iowa State Teachers; M.S., 1945, Oregon; Ed.D., 1964, Colorado.

Donald E. Lytle, M.B.A., Senior Instructor (human resources, small business management); Director, Undergraduate Programs. B.A., 1953, Washington; M.B.A., 1976, Oregon.

Richard T. Mowday, Ph.D., Associate Professor (organizational behavior, organization theory). B.S., 1970, San Jose; M.S., 1972, Ph.D., 1975, California, Irvine.

James S. Russell, Ph.D., Assistant Professor (human resources management, industrial relations). B.A., 1963, Albion; M.B.A., 1965, Michigan; Ph.D., 1982, Michigan State.

Frederick J. Seubert, Ph.D., Associate Professor Emeritus (human resources management, business policy). B.A., 1942, Baldwin-Wallace; B.M.E., 1946, Florida; M.B.A., 1947, Pennsylvania; Ph.D., 1954, Cornell.

Richard M. Steers, Ph.D., Professor (organization theory, organizational behavior); Associate Dean. B.A., 1967, Whittier; M.B.A., 1968, Southern California; Ph.D., 1973, California, Irvine.

James R. Terborg, Ph.D., Associate Professor (organizational psychology, organization theory). B.A., 1970, Calvin; M.S., 1972, Eastern Michigan; Ph.D., 1975, Purdue.

Gerardo R. Ungson, Ph.D., Assistant Professor (business policy, organization theory and behavior). A.B., 1969, Ateneo; 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 focus on topics such as organizational behavior, human resources management, organizational design, and applied management.

Students majoring in management must complete 15 credit hours in upper-division courses. Two 3-credit-hour courses are required of all management majors: Human Resources Management (Mgmt 322) and Organization and Management (Mgmt 455). The remaining 9 credit hours can be selected from a number of elective courses offered

regularly by the department. Students who plan to pursue careers in operations and production management may take up to 6 of their 9 elective credit hours in specified courses offered by the Department of Decision Sciences. A list of these courses can be obtained in the management department office.

Students selecting management as a secondary subject area are required to complete Human Resources Management (Mgmt 322) and 6 additional credit hours selected from upper-division management courses.

Courses Offered

Undergraduate Courses

Mgmt 101. Introduction to Management. 3 credit hours. 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 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 instructor's consent.

Mgmt 340. Small Business Management. 3 credit hours. Problems and advantages in establishing and maintaining a small business enterprise. Attention to functions of management as utilized in small business and to general management principles. Individualized projects: either investigating and/or assisting an entrepreneur in the area of researching pertinent library topics. Prerequisite: junior standing.

Mgmt 344. Management and Innovation. 3 credit hours. Application of the creative process to making business decisions; techniques for generating and improving ideas. The process of technological innovation and the problems involved in supervising and encouraging creative individuals. Introduction to the patent system. Practice in developing new solutions to business problems. Prerequisite: junior standing. Not offered 1983-84.

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. Prerequisites: Mgmt 322, senior standing or instructor's consent.

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. Recent topics include affirmative action, training for sequential careers, planning, job design, values and organiza-

tional commitment. Case analysis. Prerequisites: Mgmt 322, senior standing or instructor's consent.

Mgmt 415. Psychology and Human Resources. 3 credit hours. Review of research on the application of selected psychological principles to human problems in work organizations. Focuses on how individual employee behavior influences organizational performance. Recent topics include personality, employee motivation and performance, leadership, job attitudes, job-related stress, reward systems, and turnover and absenteeism. Prerequisites: 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 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. Prerequisites: 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 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 a basic grasp of policy problems in several industries. Relies on knowledge from the functional areas of business. Prerequisites: 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. Prerequisites: 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., 1962, Wisconsin, Madison.

Sharon K. Beatty, Ph.D., Assistant Professor (marketing communications, consumer behavior, marketing management, marketing research). B.S., 1973, Central Florida; M.B.A., 1976, Colorado; Ph.D., 1980, Oregon.

Roger J. Best, Ph.D., Associate Professor (marketing management, research and analysis). B.S.E.E., 1968, California State Polytechnic; M.B.A., 1972, California State, Hayward; Ph.D., 1975, Oregon.

Delbert I. Hawkins, Ph.D., Professor (marketing research and analysis, consumer behavior). B.B.A., 1966, M.B.A., 1967, Ph.D., 1969, Texas. On leave 1983-84.

Lynn Kahle, Ph.D., Assistant Professor (consumer behavior, communications). B.A., 1973, Concordia; M.A., 1974, Pacific Lutheran; Ph.D., 1977, Nebraska.

Stuart U. Rich, D.B.A., Professor; Director, Forest Industries Management Center. B.A., 1942, Wabash; M.B.A., 1950, D.B.A., 1960, Harvard.

W. Dwaine Richins, Ph.D., Associate Professor Emeritus (business philosophy, ethics, environment). B.A., 1936, Brigham Young; M.B.A., 1938, Louisiana State; Ph.D., 1950, Washington.

William J. Robert, LL.M., Professor Emeritus (general business law, international law). B.A., 1939, LL.B., 1941, Oregon; LL.M., 1957, New York.

Lawrence W. Ross, Jr., J.D., Associate Professor (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., 1952, Chicago.

Roy J. Sampson, Ph.D., Professor Emeritus (transportation and public utility economics, management and policy). B.S., 1946, Tennessee Technological; M.B.A., 1948, Ph.D., 1951, California, Berkeley.

Norman R. Smith, Ph.D., Associate Professor (consumer behavior, marketing communications, entrepreneurship). B.A., 1948, M.A., 1959, Alberta; Ph.D., 1965, Michigan State.

Donald S. Tull, Ph.D., Professor (marketing management, research and analysis). B.S., 1948, M.B.A., 1949, Ph.D., 1956, Chicago.

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 other areas of the firm's operation; (3) to provide the student with the opportunity to apply the functions of management and to gain 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 Administration behavioral science course requirement by taking at least two courses in one discipline (psychology, sociology, or anthropology).

Major requirements, in addition to the general business requirements of the school, total 15 credit hours, distributed as follows (3 credit hours per course):

Analysis of Consumer Behavior (Mktg 361); Marketing Research (Mktg 460); Marketing Strategy and Policies (Mktg 464); plus a minimum of 6 credit hours elected from the following (3 credit hours per course):

Retail Administration (Mktg 365); Seminar (Mktg 407), with approval of department head; Marketing Communications (Mktg 462); Quantitative Analysis in Marketing (Mktg 463); Industrial Marketing and Purchasing (Mktg 469); International Marketing Management (Mktg 475); Business Logistics (Trn 350).

9 credit hours are required for a secondary subject area in marketing, as follows (3 credit hours per course): Analysis of Consumer Behavior (Mktg 361); Marketing Research (Mktg 460); Marketing Strategy and Policies (Mktg 464).

Transportation and Business Logistics

9 credit hours are required for a secondary subject area in transportation, distributed as follows (3 credit hours per course): Transportation and Distribution Systems (Trn 349); Business Logistics (Trn 350); International Transportation and Distribution Management (Trn 453[G]).

Courses Offered in Marketing

Undergraduate Courses

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 instructor's consent.

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 instructor's consent.

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 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 cost versus 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. Prerequisites: DSc 330, Mktg 311 or instructor's consent.

Mktg 462. Marketing Communications. 3 credit hours.

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. Prerequisites: Mktg 311, 361.

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. Prerequisites: Mktg 311, DSc 330 or instructor's consent.

Mktg 464. Marketing Strategy and Policies. 3 credit hours.

Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance. Prerequisite: Mktg 311.

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.

Mktg 475. International Marketing Management. 3 credit hours.

Study of marketing methods in the international environment. Prerequisite: Mktg 311 or instructor's consent.

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 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 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 350 or instructor's consent.

Trn 453. International Transportation and Distribution Management. (G) 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.

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 business majors.

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. Current topics are Foreign Commercial Law and 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. Special attention 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 or management or with trade unions. Fields of concentration may include unions, management, and labor relations policy; manpower economics and development; organizational studies and human resources management.

A primary program objective is the development of an integrative appreciation of human resources in an 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 generally include collective bargaining, labor economics, and human resources management, plus appropriate work in supporting social sciences.

The program leads to the Master of Science (M.S.) or Master of Arts (M.A.) degree and requires 45 credit hours of work with thesis in courses approved by the institute, or 54 credit hours without thesis. The program must cover at least three disciplines with at least 18 credit hours in one of them. 15 credit hours of the 45 or 54 must be in 500-level courses.

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 (GRE) scores or a comparable objective test score satisfactory to the institute. Applicants are notified when examination scores are needed.

The program attempts to provide students with opportunities to perform research or to serve internships with public or private institutions concerned with labor and manpower problems, or to complete in-depth projects which allow them to synthesize critically 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 activities complementary to their academic work. Such opportunities vary from year to year, however, and they are not an essential component of an individual's program. Students are admitted to the program at the beginning of any of the four terms of the year.

Relevant Courses

Note: Not all classes can be offered every academic year. In consultation with affiliated faculty, students develop individualized programs of study. Although each program reflects the student'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 common electives, students may elect to complete courses 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]).

Interdisciplinary Studies. Research (ISt 501); Reading and Conference: Industrial Relations (ISt 507); Seminar: Industrial Relations (Soc 507).

Law. Labor Law I, II (L 559, 560).

Management. Quality of Working Life (Mgmt 531); Human Resources Management (Mgmt 534); 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); Organizational Psychology (Mgmt 551).

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).

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 Psychol-

ogy (Psy 511, 512, 513); Social Psychology (Psy 517).

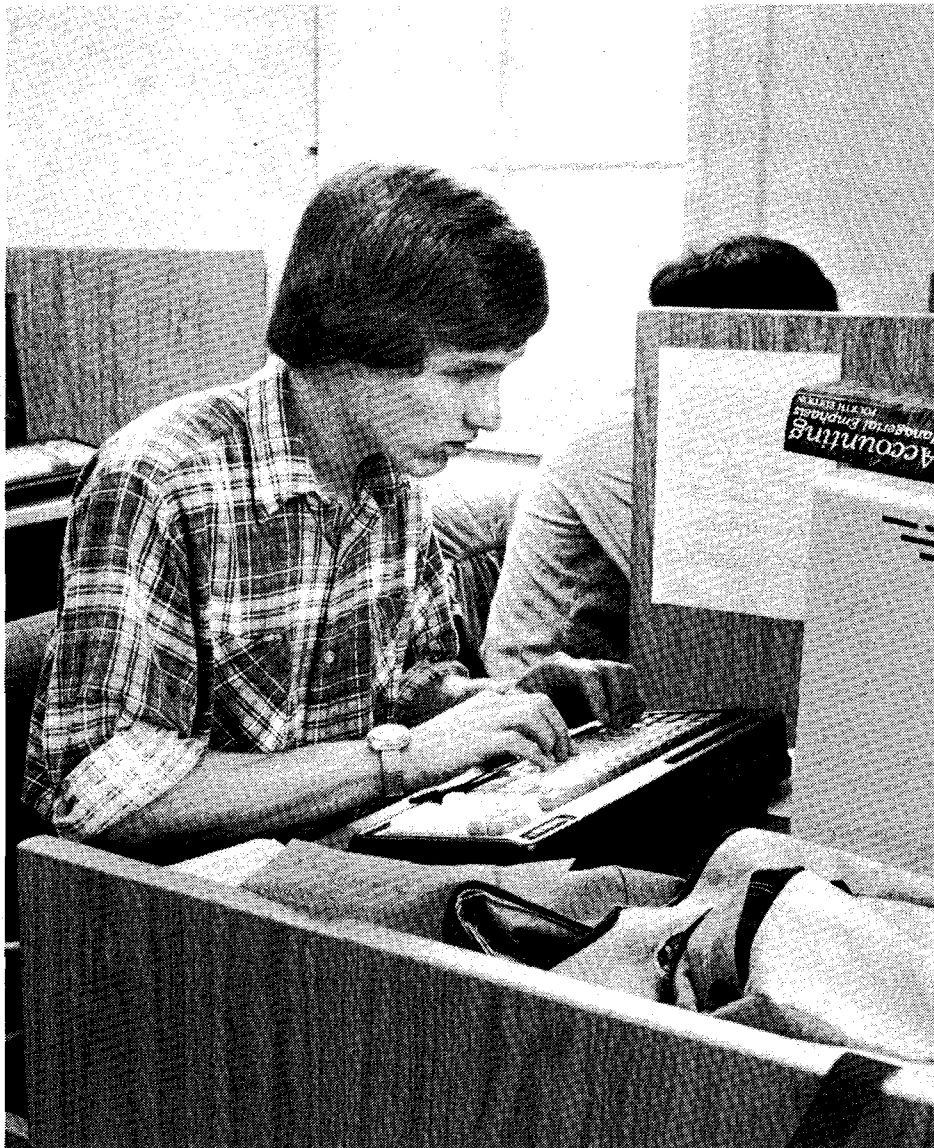
Sociology. Sociology of Race Relations (Soc 445[G]); Sociology of Work (Soc 446[G]); Industrial Sociology (Soc 447[G]); Women and Work (Soc 449[G]); Social Stratification (Soc 451[G]); Bureaucracy, Power, and Society (Soc 470[G]); Changing Organizations (Soc 472[G]); Durkheim, Weber, and the Modern Functionalist (Soc 520).

Research Methods. Students may elect to complete course work in applied quantitative methods either in the Graduate School of Management or in any of the allied social science disciplines. There is no research methods requirement for the master's degree in industrial relations.

In addition to course work in the primary industrial relations cognate fields (as delineated above), students may complete relevant supplementary work in planning, public policy and management; counseling; journalism; and educational psychology. As with the student's overall program, work in these departments is selected to fit individual academic and career objectives.

For master's degree students in industrial relations, developing an integrated, 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 appreciation gained through this program of study is intended to provide students with the kind of intellectual grounding needed 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 (AACSB).

Master's Degree Programs

The Graduate School of Management offers course work leading to the Master of Business Administration (M.B.A.), Master of Science (M.S.), and Master of Arts (M.A.) degrees. All master's degree programs, with the exception of the M.S. 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 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:

(1) accounting; (2) decision sciences (applied statistics, operations and production management, management science); (3) finance (finance, real estate and urban land economics, business economics); (4) management (human resources management, organizational studies); (5) marketing.

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 44 credit hours, and the latter consists of a minimum of 45 credit hours.

Preliminary Core Program

The preliminary core program consists of 44 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 substantial 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), Introduction to Managerial Economics (Finl 511), Workshop: Communication in Business (RhCm 508), The Economic Framework of Business Enterprise (Ec 474[g]), Mathematical Concepts for the M.B.A. Student (Mth 511), and Seminar: Scholarly and Professional Writing (Eng 507).

Block B. Courses that can be waived by substantial 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), Introduction to Business Statistics (DSc 511), Introduction to Operations Analysis (DSc 512), Financial Management (Finl 516), and Marketing Management (Mktg 511).

The requirements of the preliminary core must be substantially completed before students may take more advanced work in their principal program. M.B.A. candidates may enroll for no more than five advanced courses (courses that count toward the "minimum total of 45 hours of graduate credit beyond the preliminary core") prior to completing *all* of the required preliminary core. Any advanced courses taken in violation of this rule may *not* count toward the required minimum total of 45 graduate credit hours 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 graduate credit hours beyond the preliminary core, of which at least 36 must be in 500-level courses; (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 3-credit-hour course from three different major option areas other than the one in which the student is majoring and no more than 6 credit 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 students who want a greater degree of specialization and more course work in accounting than are available through the M.B.A. program, particularly those students with previous courses in business and accounting.

The requirements are (a) completion of the AACSB common body of business knowledge as outlined in (1) below, and (b) completion of a minimum of 45 graduate credit hours beyond the common body of business knowledge, including 12 to 24 in accounting; 9 credit hours from the business core area; 12 to 24 credit 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 normally requires about 33 credit hours of course work. This requirement can be satisfied by courses at the University, prior courses, or successful completion of waiver examinations. The manner in which this requirement is satisfied is determined by the student in consultation with his or her program committee.

(2) Completion of a minimum of 45 graduate credit hours beyond the common body of business knowledge. These should include the following:

(a) A minimum of 18 credit 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 credit 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 credit 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 credit hours taken for the thesis will be deducted from the required number of elective credit hours.

(d) A minimum of 30 credit hours in 500-level courses.

(e) A minimum of 27 graduate credit hours 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 is 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 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 credit hours, 15 are devoted to the M.B.A. core: 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).

12 credit hours are in the area of concentration: Introduction to Management Science (DSc 445[G]), Production Systems Analysis (DSc 455[G]), Problems in Industrial Marketing (Mktg 569), Problems in Forest Industries Management (Mktg 570).

The 18 credit hours of electives vary according to 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 in related areas outside the Graduate School of Management.

Suggested elective courses are Managerial and Financial Accounting Analysis (Actg 523), Applied Regression Analysis (DSc 435[G]), Real Estate Economics (Finl 541), Problems in Finance (Finl 573), Marketing Research (Mktg 560), Simulation of Industrial Systems (DSc 460[G]).

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 pages 198-99.

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 credit hours), even though the student may not satisfy all of the requirements of the preliminary core program. Students admitted to this program have all of the preliminary core courses waived and are required to complete only the 45-credit-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; is limited to those students who have outstanding scholastic records and demonstrated potential for graduate study. Admission to these programs is for fall term only.

Minimum criteria for admission to the accelerated master's degree programs are (1) a Graduate Management Admissions Test (GMAT) score of 550 or above; (2) a grade point average (GPA) of 3.40 or above (for students applying to the 4-1 program, GPA's are 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 able 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 admission selection process is aimed at admitting those students who have demonstrated their ability and potential to become responsible effective managers.

The school is interested in the applicant's general intellectual ability, initiative and resourcefulness, creativity, seriousness of purpose, maturity, and capacity for growth. In addition, oral and written communication skills are important. Students should have a demonstrated capacity for 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 should also be self-motivated, with considerable persistence and drive, and with some understanding of the broad social, political, and economic implications of decisions and actions.

More specifically, the admission process is based on four categories of information: (1) scholastic performance and GPA; (2) GMAT score; (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 earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). 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 grades of C or better) 9 credit hours each term. However, a full-time student may drop to a minimum of 6 credit hours in one term provided he or she completes 9 credit hours in the subsequent term. Failure to meet this requirement will result in disqualification from the program, but the 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 are considered full time. Part-time status may be requested at the time of application for admission, or students in good standing may request part-time status at the start of any quarter. Part-time students may enroll for no more than 8 credit hours in a term.

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 are not made for spring term. Applicants seeking admission for winter term may face scheduling difficulties unless they have had previous acceptable work (grades of 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. If the student wants to change the program at a later date, an amended program signed by the adviser and the 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 Graduate School requirements, all students enrolled in a master's program are required to maintain a GPA of 3.00 on all graduate-credit courses in the preliminary core, courses listed on the Principal Program Sheet or the specified M.S. courses, and any other graduate courses taken in the 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 GPA calculations, as described above.

Failure to maintain the GPA specified above for two consecutive terms results 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 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, Kenneth Ramsing, 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, the development of both teaching and research skills are heavily emphasized. All doctoral students are encouraged sometime during their program to assume primary teaching responsibility for an undergraduate business course. In addition, they must demonstrate competence in scholarly research. Students are expected to work closely with faculty members whose interests are similar to their own. Applicants are advised to be as specific as possible as to their areas of interest and to review closely the descriptions of the faculty's fields of interests.

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 and 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: accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the M.B.A. preliminary core courses in each of these areas as evidenced by previous university-level courses, courses 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 the 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 are graded high pass, pass, or no pass. On examinations given in separate and predesignated parts, the grade may apply to each subpart. All grades are outright; a conditional pass is not permitted. In the event of failure, a student may retake a comprehensive examination or predesignated subpart once, at the individual's option and after consultation with the advisory committee. Once a student has attempted an examination in either the supportive or the statistics and research methods area, he or she must pass that particular area examination; the option to choose the other area is no longer open. All examinations must be completed within nineteen months of the date of the first examination. Failure to pass the comprehensive examination or a subpart on the second attempt results in automatic termination from the Ph.D. program. Comprehensive examinations are offered during fall and spring terms. In the event of failure, a student may retake the examination or predesignated subpart in the following academic term but no sooner than two months after the date of the initial attempt. First-time examinations may be arranged during winter term and summer session for students not currently in residence or under unusual circumstances by agreement

among the student, 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 supporting area (other than statistics; see section 6). The supporting 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 grades of B or better, subject to approval by the student's advisory committee, and by passing a written examination if a competence examination is not taken in statistics and research methods. At least three of the courses must be completed at the University after admission to the doctoral program. The examination is written and graded by members of the department with administrative responsibility for the subject matter. If no single department has administrative responsibility, the examination committee is appointed by the 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 supporting 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 four or more graduate-level courses in statistics and research methods with grades of B or better and, if a competence examination is not taken in the student's supporting area, pass a written examination. Courses typically are from within the Graduate School of Management, although alternative graduate-level courses are permitted with the advice of the decision sciences faculty and approval of the student's advisory committee. (If a disagreement arises regarding the acceptability of non-Graduate School of Management courses, the matter is resolved by the Ph.D. committee in consultation with the student's advisory committee and the decision sciences faculty.) At least two courses must be completed at the University after admission to the doctoral program. The examination, which covers the material in the courses taken, is written and graded by a committee including at

least two decision sciences faculty members 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. Courses in this area of study are 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 through 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 make a contribution to knowledge.

The student is responsible for formation of a dissertation committee, subject to approval by the Graduate School of Management and the Graduate School of the University. This committee 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 invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.

(10) Grade point average (GPA). The student must maintain a cumulative GPA 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 Ph.D.

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 placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter placed in the student's file.

(12) Waivers. Waiver of any of the above requirements is permitted only in exceptional instances and with the approval of the advisory or dissertation committee, the 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. Prerequisites: DSc 511, 512. Recommended to be taken after completion of preliminary business core.

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. 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, both supplemented by appropriate lectures. Open to M.B.A. students only. This course should be taken in the penultimate 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

Note: Upper-division courses carrying graduate credit appear on page 194.

Actg 501. Research. Credit hours to be arranged. P/N only.

Actg 503. Thesis. Credit hours to be arranged. P/N only.

Actg 505. Reading and Conference. Credit hours to be arranged.

Actg 507. Seminar. Credit hours to be arranged. Recent topics are Doctoral Seminar, Economic Regulation and Accounting Policy, and 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, course focuses on either financial statement analysis and evaluation, managerial decision making, or tax planning for managerial decision makers. Prerequisites: Actg 511, 512. Open to nonaccounting majors only. Not offered 1983-84.

Actg 530. Financial Accounting I. 4 credit hours. Review of accounting theory, concepts, and principles. In-depth study of basic financial statements with special emphasis upon funds statements and management. Taught with a minimum of technical details; appropriate for nonaccounting majors who want an extensive coverage of financial accounting. Prerequisite: Actg 511 or equivalent.

Actg 531. Financial Accounting II. 4 credit hours. Detailed study of financial accounting for assets, liabilities, and equities; major emphasis on technical aspects of financial accounting. Prerequisite: Actg 530.

Actg 532. Financial Accounting III. 4 credit hours. Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. Prerequisite: Actg 531. Not offered 1983-84.

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 in analysis and criticism of traditional auditing philosophy and theory. Examination of contemporary auditing research. Seminar content varies from year to year with changing interests of participants. Prerequisite: Actg 440. Not offered 1983-84.

Actg 551. Development of Accounting Thought. 3 credit hours. Seminar examining the development of accounting, including consideration of historical, methodological, measurement, and structural aspects. Examination of contemporary trends in research. Prerequisites: Actg 531 and instructor's consent. Not offered 1983-84.

Actg 552. Accounting Theory. 3 credit hours. Seminar on readings in accounting literature; study of current controversial areas in accounting and information theory, including the conceptual framework underlying accounting reports to external users. Content varies from year to year with changing

interests of participants. Prerequisites: Actg 530 and instructor's consent.

Actg 562. Cost Analysis and Interpretation. 3 credit hours. Seminar on readings in managerial accounting and related literature. Seminar content varies with changing interests of participants. Topics examined may include a wide range of planning and control issues in both profit and nonprofit institutions. Prerequisite: instructor's consent.

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 tax law sources including Internal Revenue Service Code regulations, Revenue Rulings, and court decisions. Prerequisite: Actg 412(G). Not offered 1983-84.

Decision Sciences

Note: Upper-division courses carrying graduate credit appear on page 195.

DSc 501. Research. Credit hours to be arranged. P/N only.

DSc 503. Thesis. Credit hours to be arranged. P/N only.

DSc 507. Seminar. Credit hours to be arranged with sponsoring faculty members. Current topics are Advanced Time Series Analysis, Advanced Regression Analysis, and 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. 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. Prerequisites: Mth 208, DSc 511, or equivalents.

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. Prerequisites: DSc 435, Mth 208.

DSc 545. Applied Sampling Techniques. 3 credit hours. Theory and application of probability sampling techniques to business problems. Topics include 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. P/N only.

Finl 503. Thesis. Credit hours to be arranged. P/N only.

Finl 507. Seminar. Credit hours to be arranged. Recent topics are Advanced Finance Theory, Industrial Organization and Public Policy, and 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 is a recent topic.

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. Major emphasis is on theoretical concepts, their empirical measurement, and their application to real problems. Prerequisites: Ec 474(g), 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; corequisite: Finl 511 or equivalent.

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. Emphasis is not on the complexities of tax law, tax accounting, or tax regulations, but on the broader impact of taxation on business. Prerequisite: Finl 511 or equivalent. Normally offered alternate years; not offered 1983-84.

Finl 530. Business Conditions Analysis and Forecasting. 3 credit hours. Emphasis 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 described and related to particular regional and industrial planning needs. Prerequisite: Ec 474(g), or equivalent. Normally offered alternate years.

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. Prerequisite: Finl 511, or equivalent. Normally offered alternate years; not offered 1983-84.

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. Prerequisite: Finl 514 or equivalent or instructor's consent. Normally offered alternate years; not offered 1983-84.

Finl 563. International Finance and Investment. 3 credit hours. Analysis of the international financial system; 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. Prerequisites: Finl 514, 516 or equivalents or instructor's consent. Normally offered alternate years; not offered 1983-84.

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. Prerequisites: Finl 514, 516 or equivalents or instructor's consent.

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. P/N only.

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. Sociotechnical approach to job and work system redesign. Topics include the evolution of job design, concepts of sociotechnical 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 instructor's consent.

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. Prerequisites: 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 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, 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 is generally managerial decision-making activities, although a number of broader policy decisions are discussed. Prerequisite: BA 521 or equivalent or instructor's consent. Not offered 1983-84.

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 on the individual business unit. Case analysis. Prerequisite: instructor's consent.

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 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: instructor's consent.

Mgmt 550. Research Methods in Organizations. 3 credit hours. General procedures for the conduct and interpretation of behavioral research in organizational settings. Develops the skills necessary both to effectively conduct research in organizations and to critically evaluate published behavioral research. Emphasis is placed on the design of research projects, including problem definition, theory building, selection of a sample, measurement, data analysis, and ethical considerations. Prerequisite: BA 521, DSc 507, or equivalent or instructor's consent. Designed for Ph.D. and advanced master's degree students. Normally offered alternate years; not offered 1983-84.

Mgmt 551. Organizational Psychology. 3 credit hours. Advanced studies in behavioral research on organizations and people at work. Topics vary according to instructor but typically include job attitudes and performance, job-related stress, employee attachment and socialization processes, turnover and absenteeism, leadership and group influence processes. Designed for Ph.D. and advanced master's degree students; focuses primarily on theory and research, not application. Prerequisite: BA 521 or equivalent or instructor's consent. Normally offered alternate years; not offered 1983-84.

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 Ph.D. and advanced master's degree students; focuses primarily on theory and research, not application. Prerequisite: BA 521 or equivalent or instructor's consent. Normally offered alternate years; not offered 1983-84.

Mgmt 553. Contemporary Issues in Human Resource Management. 3 credit hours. Special topics in human resource management and industrial relations for Ph.D. and advanced master's degree students. 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. Focuses primarily on theory and research, not application. Prerequisite: Mgmt 534 or equivalent or instructor's consent. Normally offered alternate years; not offered 1983-84.

Marketing, Transportation, and Business Environment

Note: Upper-division courses carrying graduate credit appear on page 198.

Marketing

Mktg 501. Research. Credit hours to be arranged with sponsoring professor and department head. P/N only.

Mktg 503. Thesis. Credit hours to be arranged with sponsoring professor and department head. P/N only.

Mktg 507. Seminar. Credit hours to be arranged with sponsoring professor and department head. Current topics are Experimental Marketing Research and 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. Marketing Management. 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. Prerequisite: Ec 474(g).

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 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 M.B.A. 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.

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.

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: instructor's consent.

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 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. Prerequisite: doctoral standing or instructor's consent. Offered alternate years; not offered 1983-84.

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. Prerequisites: Mktg 560 and doctoral standing or instructor's consent. Offered 1983-84 and alternate years.

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. Prerequisites: Mktg 561 and doctoral standing or instructor's consent. Offered alternate years; not offered 1983-84.

Mktg 569. Problems in Industrial Marketing. 3 credit hours. Determination of marketing strategy and tactics in selling to industrial rather than household consumer markets. Major issues of product policy, pricing, marketing programs, and marketing organization. Problems of industrial purchasing. Development of sources of supply and relations with suppliers. Prerequisite: Mktg 511 or equivalent.

Mktg 570. Problems in Forest Industries Management. 3 credit hours. Determination and implementation of marketing strategy in forest products companies. Relationship between marketing and other functional areas of a resource-based industry, including production, finance, and resource management. Emphasis on cases, field trips, and a forest industries business game. Prerequisite: Mktg 511 or equivalent.

Mktg 575. Multinational Marketing Management. 3 credit hours. Study of the management of marketing activities to and in foreign countries as they relate to the process whereby a business concern creatively adapts to the international environment within which it operates. Prerequisite: Mktg 511 or equivalent or instructor's consent.

Transportation

Trn 501. Research. Credit hours to be arranged. P/N only.

Trn 503. Thesis. Credit hours to be arranged. P/N only.

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 and Logistics. 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.

Business Environment

BE 501. Research. Credit hours to be arranged. P/N only.

BE 503. Thesis. Credit hours to be arranged. P/N only.

BE 507. Seminar. Credit hours to be arranged. Legal Aspects of Business Regulation is a current topic.

BE 509. Practicum. Credit hours to be arranged.

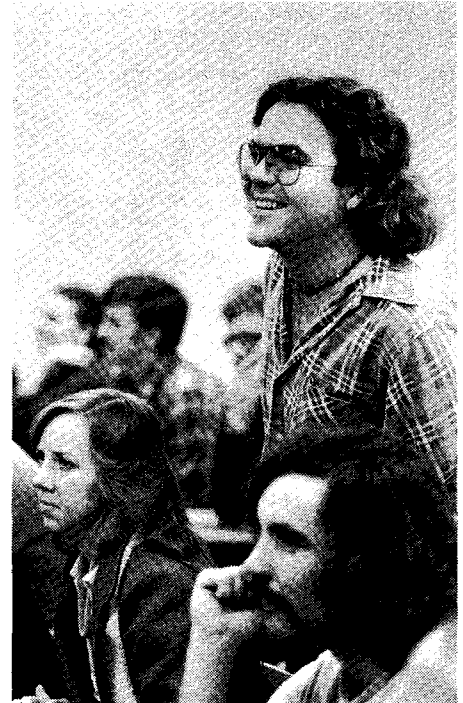
BE 510. Experimental Course. Credit hours to be arranged.

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 instructor's consent.



College of Education

101 Education Building
Telephone 686-3405
Robert D. Gilberts, Dean
Diane M. Dunlap, Assistant Dean

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 Divisions of Teacher Education, Special Education and Rehabilitation, Educational Policy and Management, and 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 (B.A.), Bachelor of Science (B.S.), Bachelor of Education (B.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.).

Undergraduate certification programs are offered in elementary education, secondary education, speech impaired, and reading.

Graduate Programs

Master's degree programs include the following six areas of specialization:

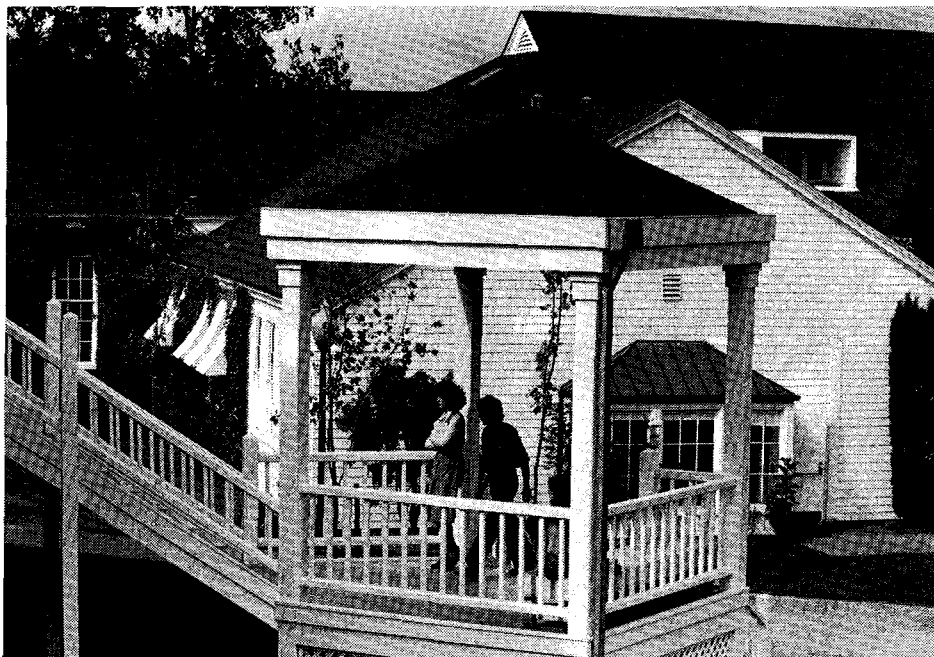
- (1) Curriculum and Instruction (within the Division of Teacher Education), with emphases in early childhood education, elementary education, secondary education, curriculum and supervision, community education, instructional technology, reading and language arts, gifted and talented;
- (2) Special Education, with emphases in severely handicapped learner, handicapped learner (mild), resource consultant, early childhood education, adult services;
- (3) Speech Pathology-Audiology;
- (4) Educational Policy and Management;
- (5) Counseling Psychology;
- (6) Educational Psychology, also offering an emphasis in school psychology.

Programs of specialization for the D.Ed. or Ph.D. degree include the following areas: (1) Curriculum and Instruction, (2) Special Education, (3) Rehabilitation, (4) Speech Pathology-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.

Research Courses

Master's and doctoral degree students are expected to take courses in research, e.g., statistical methods, research design, program evaluation. Specific requirements vary by



program area. College-wide offerings in these areas are coordinated by Associate Dean Wesley C. Becker. A written summary of offerings and recommended sequences can be obtained from Dean Becker's office in the Division of Counseling and Educational Psychology.

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.

Certification Programs

- (1) Elementary Education: preprimary through grade 9, basic and standard endorsements.
- (2) Secondary Education: basic and standard levels, including subject matter endorsements in art, driver education (basic), foreign languages (French, German, Italian, Latin, Russian, Spanish), health education, language arts, speech, journalism, drama, language arts and social studies, basic mathematics, advanced mathematics, music, physical education, reading, science (biology, integrated science, physical science, with physics or chemistry option), and social studies.
- (3) Special Education: basic and standard levels, handicapped learner endorsement and severely handicapped learner endorsement.

(4) Speech Pathology-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 endorsements for principal, superintendent, and vice-principal (basic).

Special education programs focusing on mildly handicapped individuals and the gifted and talented are located within the Division of Teacher Education. Programs for early childhood (special education), severely handicapped learners, and adult services are housed in the Division of Special Education and Rehabilitation.

The University does *not* offer teacher certification programs in agriculture, business and office education, distributive education, home economics, industrial education, elementary music (preprimary through grade 9 only), hearing impaired, visually handicapped, or vocational education.

At the time of application for a basic teaching certificate students also must meet professional requirements concerning ethical behavior and knowledge of antidiscrimination legislation.

Note: Oregon regulations require applicants for a teaching certificate to provide evidence of knowledge of first aid. This requirement may be satisfied at the time of application for certification by submitting evidence that the candidate holds a valid Red Cross first aid card.

Admission

The College of Education follows general University policy in its basic admission procedures, as found on page 14 of this catalog for undergraduate study and in the Graduate School section of this catalog 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 a specific program. If previously enrolled in a teacher education program at another institution, students must obtain a release from that program.

Information on admission to 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, 112 Education, 686-3527.

Glossary of Terms

In addition to the academic terms defined on page 17 of this catalog, the College of Education uses certain terms relating to preparing and licensing professional personnel for the public schools. They include the following:

Certification. The process of obtaining a license (teaching certificate) to teach in the public schools. A basic certificate and endorsement is the initial license, normally based on a four-year preparation program and a baccalaureate degree. A standard certificate requires additional preparation (generally a minimum of 45 credit hours), specific requirements varying with the teaching specialty.

Students should consult the Office of Teacher Certification, 117 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. A phrase added to the teaching certificate that indicates the grade level (elementary or secondary), teaching specialty, or subject matter the teacher is qualified to teach. A certificate may have more than one endorsement.

Final Supervised Field Experience. Terminal field experience for basic certification or endorsement programs other than in elementary or secondary education.

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 in a public school setting that is part of a certification or endorsement program. It is taken for credit and precedes the final field experience or student teaching experience for teacher education.

Teacher Standards and Practices Commission (TSPC). The agency authorized by the Oregon 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 the University's recommendation that the applicant has successfully completed the relevant approved certification program and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or personnel service specialist.

Questions concerning certification should be directed to the Office of Teacher Certification in the College of Education.

Condon School: Center for Advanced Technology in Education (CATE)

In 1983 the College of Education, with Eugene School District 4J, Lane Educational Service District (ESD), and several other University programs, combined a number of training and research programs at the Condon School site located on the edge of the University campus. The programs share a central interest in instruction and research into the uses of microcomputer and other forms of technology in education.

Programs housed at Condon School include ERIC/CEM, CIS, and the Oregon School Study Council, which are described below. Other programs include the International Council on Computer Education (ICCE), microcomputer and computer graphics instructional laboratories, instructional technology laboratories, architecture design studios, and public-use activities in the stage/gymnasium area which are coordinated through the University Housing offices.

Career Information System (CIS)

Faculty

Bruce McKinlay, Ph.D., Associate Professor (employment economics); Director, CIS. B.S., 1958, M.A., 1967, Ph.D., 1971, Oregon.

William A. Korns, B.S., Research Assistant (government). B.S., 1943, Harvard.

Kent O. Loobey, Research Assistant (computer programming applications).

Frances Miller, M.S., Research Assistant (occupational research). B.S., 1966, Northern State; M.S., 1971, Oregon.

Michael J. Neill, Ph.D., Assistant Professor (education, curriculum and instruction); Director of Technical Assistance for CIS.

Susan Roudabush, M.S., Research Assistant (career education). B.S., 1974, M.S., 1975, Purdue.

Terry Sacks, M.S., Research Assistant (labor economics). B.A., 1976, Washington; M.S., 1978, Montana State.

Naomi Stewart, M.A., Research Assistant (computer services, instructional technology). B.A., 1971, Seattle Pacific; M.A., 1979, Oregon.

Michael Valliere, M.A., Research Associate (occupational research). B.S., 1977, M.S., 1981, Oregon.

Linda Wacholder, M.Ed., Research Assistant (counseling, guidance, instruction). B.A., 1972, Simmons; M.Ed., 1976, Oregon.

The CIS is a research and service center, established at the University in 1971 as an interagency consortium and recognized by the State Board of Higher Education. Using computer and print media, the CIS provides occupational and educational information to individuals, schools, and social agencies. Its purpose is to improve career choices and training opportunities. In Oregon, staff members assist agencies and schools involved in occupational counseling and education by compiling current labor market and educational information; developing and managing information delivery systems; and consulting with user agencies on use of career information in counseling and instructional programs. Nationally, the center conducts a program of research, computer software development, and technical assistance to support institutions in seventeen states where the CIS is in operation. The national Clearinghouse for the Association of Computer-based Systems for Career Information is affiliated with the center. Service is available in schools and agencies throughout the state.

Oregon School Study Council

The Oregon School Study Council (OSSC) is an association of Oregon school districts working together on problems of common concern. It is a service and dissemination unit, publishing information on significant educational programs functioning successfully throughout the state. The OSSC also arranges for conferences and school visitations of interest to its members.

Organized in 1957, the OSSC is supported jointly by the dues of its members and the College of Education. The OSSC is administered by a Governing Board, composed of representative administrators and school board members, in cooperation with the executive secretary, who is a College of Education faculty member.

The OSSC issues two series of publications: the *OSSC Report*, a digest of informative articles and ideas helpful to educational leaders and board members; and monthly *Bulletins* that describe outstanding practices in Oregon schools.

Other services include conferences and workshops for member school districts on topics of common concern, consultation on school budget and bond referenda, a loan service of library and research materials, and enrollment projections.

ERIC Clearinghouse on Educational Management

The Clearinghouse on Educational Management (ERIC/CEM) is part of ERIC's nationwide network of information processing and analysis centers. Currently there are sixteen clearinghouses located across the country. One of the original units in the ERIC system, ERIC/CEM has been located at the University since June 1966.

ERIC/CEM's specific task is to monitor, acquire, index, and abstract literature pertaining to educational management. By processing this literature for announcement through the ERIC system and by producing research analysis publications, the clearinghouse seeks to facilitate the exchange of information between producers and users of educational knowledge. Its research analysis products help to synthesize what is most current and topical in the literature within its scope.

ERIC/CEM's scope includes all aspects of the administration, governance, and structure of public and private educational organizations at the elementary and secondary levels and the provision of facilities for their operation. Relevant topics include finance, law, personnel, instructional leadership, public relations, planning, curriculum development, facility design, and equipment.

E. C. Brown Foundation

John A. Bruce, Ph.D., Director, Adjunct Associate Professor. B.A., 1956, Wesleyan; M.Div., 1959, General Theological Seminary, New York; Ph.D., 1972, Minnesota.

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

Teacher Education Faculty

Keith A. Acheson, Ed.D., Professor (program development, supervision). B.S., 1948, M.S., 1951, Lewis and Clark; Ed.D., 1964, Stanford.

Lynn Anderson-Inman, Ph.D., Assistant Professor (secondary reading). B.A., 1970, Wisconsin, Madison; M.S., 1974, Wisconsin, Oshkosh; Ph.D., 1978, Oregon.

C. A. Bowers, Ph.D., Professor (philosophy of education). B.S., 1958, Portland State; Ph.D., 1962, California, Berkeley.

Christine Chaille, Ph.D., Assistant Professor (early childhood development, psychology). B.A., 1971, California, Berkeley; M.S., 1973, San Francisco State; Ph.D., 1977, California, Los Angeles.

Thomas L. Dahle, Ph.D., Professor Emeritus (adult education); Director Emeritus, Continuing Education. B.S., 1938, M.S., 1949, Wisconsin, Madison; Ph.D., 1954, Purdue.

Edna P. DeHaven, Ph.D., Associate Professor (elementary reading and language arts); Director, Reading Endorsement Program. B.S., 1951, Oregon College of Education; M.Ed., 1962, Ph.D., 1969, Oregon.

Judith A. Dunn, Ph.D., Research Assistant (evaluation). B.A., 1960, Colorado, M.S., 1970, Ph.D., 1982, Oregon.

Gary W. Ferrington, M.S., Senior Instructor (educational media); Coordinator, Instructional Technology Studies. B.S., 1964, Portland State; M.S., 1967, Southern California.

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 Professor and Associate Dean (early childhood, reading). B.A., 1970, Papua and New Guinea; M.Ed., 1971, Ph.D., 1973, Oregon.

William H. Harris, D.Ed., Associate Professor (social studies, inquiry, teaching strategies); Director, Teacher Certification. B.A., 1949, Willamette; B.S., 1951, M.S., 1953, Eastern Oregon; D.Ed., 1967, Oregon.

Arthur C. Hearn, Ed.D., Professor Emeritus (secondary schools, principalship, student activities). A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford.

Karl D. Hesse, Ph.D., Associate Professor (secondary reading); Coordinator, Secondary Education. B.S., 1962, Wisconsin State; M.S., 1968, Ph.D., 1972, Wisconsin, Madison.

Clarence Hines, D.Ed., Professor Emeritus (school buildings, general administration). B.A., 1925, Drury; M.A., 1929, Missouri, Rolla; D.Ed., 1950, Oregon.

Larry L. Horyna, M.A., Assistant Professor (community education); Director, Oregon Community Education Development Center. B.S., 1964, Oregon; M.A., 1968, Central Michigan.

Ray E. Hull, D.Ed., Associate Professor (science education, supervision); Director, Graduate Studies. B.S., 1958, M.S., 1962, Oregon State; D.Ed., 1969, Oregon.

Paul B. Jacobson, Ph.D., Professor and Dean Emeritus (current trends, issues, problems in education). B.A., 1922, Luther; M.A., 1928, Ph.D., 1931, Iowa.

William E. Lamon, Ph.D., Associate Professor (mathematics); Director, Psychological Research Laboratory of Mathematics Education. B.S., 1964, San Francisco; M.S., 1965, California State; Ph.D., 1968, California, Berkeley.

Katy McCamey, M.S., Adjunct Assistant Professor; Liaison Supervisor for Student Teachers. B.A., 1972, Iowa; M.S., 1980, Oregon.

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

Vernice T. Nye, M.A., Professor Emerita (elementary language arts, social studies, early childhood). B.S., 1944, North Alabama; M.A., 1948, George Peabody.

Larry Olsen, M.S., Adjunct Assistant Professor; Liaison Supervisor for Student Teachers. B.S., 1975, M.S., 1980, Oregon.

Henry Osibov, D.Ed., Associate Professor Emeritus (school finance, school law). B.A., 1939, Western Washington; M.Ed., 1950, D.Ed., 1961, Oregon.

Christine Pappas, Ph.D., Assistant Professor (early childhood, reading). B.A., 1965, Gettysburg; M.A., 1980, Ph.D., 1981, Ohio State.

Dennis Pataniczek, Ph.D., Assistant Professor (group process, middle school education, curriculum); ESCAPE Faculty Adviser. B.A., 1969, Michigan State; M.A., 1974, California, Santa Barbara; Ph.D., 1978, Michigan State.

Mildred C. Robeck, Ph.D., Professor (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington.

Oscar F. Schaaf, Ph.D., Professor (secondary mathematics). B.A., 1942, Wichita State; M.A., 1946, Chicago; Ph.D., 1954, Ohio State.

Clarence W. Schminke, Ph.D., Professor (elementary); Director, Continuing Education; Director, Summer Session. B.A., 1950, M.A., 1954, Iowa State Teachers; Ph.D., 1960, Iowa.

Virginia Schwartzrock, Ph.D., Adjunct Assistant Professor. B.A., 1953, Pepperdine; M.A., 1964, Southern California; M.S., 1977, Ph.D., 1982, Oregon.

Guy Shellenbarger, M.Ed., Professor Emeritus (supervision, secondary education). B.S., 1936, M.Ed., 1953, Oregon.

Beverly K. Showers, Ph.D., Assistant Professor (in-service teacher education, training effects). B.S., 1963, Abilene Christian; M.S., 1974, San Jose State; Ph.D., 1980, Stanford.

John E. Suttle, Ed.D., Professor (curriculum, supervision). B.S., 1948, Texas; M.Ed., 1952, Colorado; Ed.D., 1960, Texas.

Robert A. Sylwester, D.Ed., Professor (elementary science education, elementary curriculum). B.S., 1949, Concordia Teachers; M.Ed., 1953, D.Ed., 1961, Oregon.

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

Calvin J. Zigler, D.Ed., Assistant Professor (continuing education). B.A., 1954, M.A., 1955, Denver; D.Ed., 1972, Oregon.

Special Education Faculty (Mildly Handicapped)

Barbara D. Bateman, Ph.D., Professor. B.S., 1954, Washington; M.A., 1958, San Francisco State; Ph.D., 1962, Illinois; J.D., 1976, Oregon.

Douglas Carnine, Ph.D., Associate Professor; Coordinator, Mildly Handicapped. B.S., 1969, Illinois; Ph.D., 1974, Utah.

Siegfried E. Engelmann, B.A., Professor. B.A., 1955, Illinois.

V. Knute Espeseth, Ph.D., Associate Professor. B.S., 1955, North Dakota State Teachers; M.S., 1961, North Dakota; Ph.D., 1965, Wisconsin, Madison.

Russell M. Gersten, Ph.D., Research Associate.

Fay B. Haisley, Ph.D., Associate Professor and Associate Dean. B.A., 1970, Papua and New Guinea; M.Ed., 1971, Ph.D., 1973, Oregon.

George Sheperd, Ed.D., Professor. B.S., 1955, M.A., 1958, Colorado State; Ed.D., 1965, Illinois.

Nonda P. Stone, D.Ed., Senior Instructor; Director, Field Experience Program. B.S., 1945, Oregon College of Education; M.Ed., 1955, D.Ed., 1971, Oregon.

Ruth Waugh, Ph.D., Associate Professor. B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1972, Oregon.

Opportunities in Teacher Education

The Division of Teacher Education is primarily charged with coordinating the preparation of teachers for elementary and secondary classrooms. The division also prepares reading specialists, teachers of handicapped learners, and offers programs leading to an Oregon personnel service certificate with the school supervisor's endorsement.

The division seeks to produce graduates who have a broad liberal arts background; strong subject matter preparation; understanding of theories of human development and the learning process; proficiency in communication skills; skills in educational techniques; understanding of the professional obligations of a teacher; understanding of, and the skills to provide for, the needs of handicapped students; and field experiences to ensure classroom proficiency.

Degree programs at the baccalaureate, master's, and doctoral levels and programs leading to basic and standard certification are offered.

Students should consult the College of Education's Office of Teacher Certification, 117 Education, for information regarding specific programs and requirements for initial and advanced certification. Degrees offered, accrediting organizations, and certification areas are listed in the College of Education introductory section.

Graduate study is offered in the area of curriculum and instruction with options for specialization in early childhood education, elementary education, secondary education, curriculum and supervision, community education, instructional systems technology, reading and language arts, and gifted and talented.

Specific information regarding graduate study may be obtained from the college's Graduate Student Records Office, or from the director of 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

At the University of Oregon, prospective elementary teachers complete a four-year program of study designed to satisfy the 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.

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 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. It is designed to provide the beginning elementary teacher with specific competence in relation to formulation of school goals and objectives, selection and design of curriculum materials, use of instructional strategies, assessment of learning, expertise in related subject areas, and background in foundation disciplines (history, philosophy, psychology of education).

Degrees Granted

Elementary education majors work toward certification through either a B.A. or a B.S. degree, depending on the academic concentration of study: 36 credit hours in languages and literature for the B.A., including second-year proficiency in a foreign language; or 36 credit hours in either social science or science and mathematics for the B.S.

The College of Education also offers a noncertification B.Ed. 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, including a 3.00 grade point average (GPA) in the area of concentration.

Screening and Admission

Conditional admission to the elementary education program follows successful completion of a formal screening process. Application normally is made during the student's sophomore year. A minimum 2.50 overall GPA is a prerequisite. The process requires the prospective elementary education major to complete an application folder; undergo competence testing in reading, mathematics, language and composition; and be interviewed by faculty members.

Upon conditional admission to the program and successful completion of Professional Term I course work and Teaching Practicum I, the student is granted full admission status.

The screening and application process encourages prospective teachers to examine carefully their decision to become elementary teachers and affords them an opportunity to discuss with faculty their professional and academic goals and accomplishments.

Transfer students 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

Degree requirements for all University students are specified on page 18 of this catalog. Within this framework, the College of Education requires additional specific course sequences to satisfy its professional standards and to comply with state certification requirements. 18 credit hours in each of the University's group requirement areas (arts and letters, social sciences, and sciences) are required.

The University faculty has adopted group and cluster requirements for University undergraduate degrees. Students are advised to check these requirements closely when developing a program.

Some of the work required for elementary teacher certification also satisfies certain basic University degree requirements. For example: the work in United States history required for elementary teachers (at least one term) counts toward the group requirement for social science; the work in teaching of health (HEP 440) satisfies the University basic requirement in health; and the elementary education requirement for work in environmental science counts toward the group requirement in science when taken in science group-satisfying courses.

Grades of D in elementary education major course requirements are not acceptable toward completion of professional requirements for certification.

General Requirements

Following is the general course of study an elementary education major pursues over a four-year span to complete requirements for both a baccalaureate degree from the University and certification as an elementary teacher.

GENERAL DEGREE REQUIREMENTS	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
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.)	
Environmental Science	3
Additional hours in science	6
ALLIED PROFESSIONAL COURSES	
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
Mth 121, 122, 123 Math for Elementary School Teachers	9
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
COLLEGE OF EDUCATION COURSES	
Educational Psychology	
EPsy 321 Human Development and Group Processes	3
EPsy 322 Learning and Assessment in Education	3
Educational Policy	
EdPM 327 Social Foundations of Teaching or EdPM 445(G) Modern Philosophy of Education or EdPM 441(G) History of American Education or EdPM 471(G) Education in Anthropological Perspectives	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
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 endorse-
ments available in special education or reading
which may be added to an elementary teaching
certificate. 18

Early Childhood Education Undergraduate Elective Module

The early childhood education undergraduate elective module 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. It also prepares 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-hour 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 are 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 Career Planning and Placement Service, 246 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 the TSPC 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 the initiation of the required work. Forms for this purpose are available through the Office of Teacher Certification, 117 Education.

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.

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*.

Through the College of Arts and Sciences, students fulfill University general education requirements, complete subject matter requirements for endorsement, and 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 Human Development and Performance; and the School of Journalism.

Most professional education courses, concerned with theory and techniques of teaching, are taken 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 and 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 teacher education only to discover they do not enjoy working with young people in a school setting. Introduction to Teaching (SeEd 312) and a 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 are completed in the College of Education.)

B.A. or B.S. degrees may be earned, depending upon the specialty selected and electives chosen to meet University program requirements.

Information about master's and doctoral degrees with secondary education specialization is in the Graduate Study in Teacher Education section below.

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 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 drama (combined with another endorsement), foreign language, speech (combined with another endorsement), language arts (English), social studies, language arts and social studies, mathematics, and science.

Endorsements offered through professional schools other than the College of Education include art, driver education, health education, physical education, music, and 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 grades of C or better is a prerequisite for admission to SEP.

An admissions team determines the student's eligibility, based on a total student profile that includes evaluation of reading, writing, and mathematical 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 GPA of 2.50 to 3.00 in teaching endorsement course work (varies by endorsement), and a minimum overall GPA of 2.50; and satisfactory performance in the public school environment during practica and student teaching.

Grades of D in the required professional education courses are not acceptable toward satisfaction 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

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 endorsement, 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 (educational foundations courses)	3
EPsy 321 Human Development and Group Process	3
EPsy 322 Learning and Assessment in Education	3
Total Hours	42-46

Note: Students 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.

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 foundations courses)	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 foundations courses)	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)	3
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 foundations courses)	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 foundations courses)	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 the Office of Secondary Education in the 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 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 programs of education leading toward the standard teaching certificate for the secondary level, and standard teaching endorsements. Eligibility for University recommendation for the standard teaching certificate and standard endorsements requires successful completion of a planned program of advanced teacher education, which 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 courses and endorsement programs that enable teachers to gain special skills to help their work with handicapped students in either 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 TSPC certification requirements. Interested students should consult John Suttle, the adviser for the program in the Division of Teacher Education, 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 also 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 requires 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 courses to enhance their ability to work with mainstreamed handicapped students.

Special provisions in Oregon certification regulations make it possible for undergraduate students to combine work for a baccalaureate degree in speech pathology-audiology with a secondary teacher certification program,

utilizing as the teaching specialty the work for the endorsement as a teacher of the speech impaired. This is the only special education endorsement available to undergraduate students under current Oregon certification rules.

For specific information regarding the College of Education's program for the speech impaired endorsement and the degree program in speech pathology-audiology, students should refer to the Division of Special Education and Rehabilitation section of this catalog.

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 Graduate Study in Special Education (Mildly Handicapped), page 215.

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 M.A., M.S., M.Ed., Ph.D., and D.Ed. degrees. See also section on Graduate Study in Special Education (Mildly Handicapped) 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 inquire at the Office of Teacher Certification.

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, and college teachers in the field of elementary education, and other specialists with responsibilities for the education of elementary-age children.

Secondary Education. The division offers programs of advanced study leading to Oregon standard secondary teaching certification and/or advanced degrees in curriculum and instruction with a specialty in secondary education. The master's degree with a specialty in secondary education is designed to provide students with theoretical and applied knowledge appropriate to their individual professional goals and interests.

Instruction is directed toward developing advanced knowledge and understanding in curriculum, teaching strategies, and foundations of education. Students are encouraged to pursue a course of study in addition to that offered through the Division of Teacher Education as appropriate to their individual needs. It is anticipated that students entering this program will be experienced teachers seeking to develop advanced skills as classroom teachers and/or develop special skills and knowledge appropriate to a redefined professional role. Students completing the secondary master's degree program may be qualified for positions such as curriculum specialist, department chair, 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 is 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. Programs often include (1) preparation of 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) preparation of 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 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 seeks to increase program participants' knowledge of giftedness and to stress multiple criteria approaches to identifying 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 Master's Degree 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 automatic standard certification). The program provides opportunity to relate educational theory and classroom practice and to develop personal teaching skills through

cooperative planning and supervision in an on-the-job field setting.

The Resident Teacher Master's Degree Program was judged the 1982 Distinguished Program in Education by the National Association of Teacher Educators. Program participants are placed in elementary or secondary schools in one of the cooperating school districts, which may include Eugene, Fern Ridge, Roseburg, Springfield, Crow-Applegate, Junction City, and Gresham.

Time Commitment. Program participants spend an initial term of study consisting of a six-credit, three- or four-week seminar and workshop on campus prior to the public school year. During the school year, resident teachers participate in additional required seminars and workshops conducted in the local setting and carrying credit toward the degree. The final period of study is an on-campus term.

Clinical professors appointed jointly by the district and the college coordinate the program in each area, provide graduate instruction, and assist cooperating school district personnel in supervising program participants.

Program Advantages. The resident teacher has a contract with the school district and receives two-thirds of the district's base salary for beginning teachers, 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 the 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 and Middle School 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. Interested persons 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 of at least 45 credit hours 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 study must be concluded within seven years. 30 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 Graduate Application for Admission, to the Graduate Student Records Office, College of Education, Room 112, University of Oregon, Eugene, Oregon 97403; telephone (503) 686-3527.

Note: A special form, Request for Permission to Reregister in the Graduate School, must be used in place of the Graduate Application for 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, applicants are evaluated by the area faculty. Each student receives notification of action from the appropriate division.

See the Graduate School section of this catalog 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 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 in residence. 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 D.Ed. degree is granted in recognition of mastery of theory, practice, and research in professional education. It culminates in a dissertation that makes a significant contribution to professional knowledge or shows that the student can interpret effectively and disseminate knowledge already available. The dissertation may take the form of the development and evaluation of a major curricular work (text, guide, film, book, etc.) that results from the student's studies and research.

The D.Ed. degree in curriculum and instruction is best suited to those who want to work primarily 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 concerns, such as teaching methods courses and supervising student teachers.

Doctor of Philosophy. The Ph.D. degree in education is granted in recognition of mastery of knowledge in a specialized subject or subject field. It culminates in a dissertation that demonstrates original scholarship and an ability to advance professional knowledge significantly through the use of research tools.

The Ph.D. degree in curriculum and instruction is best suited to those who want to work primarily in professional education research and development: planning and supervising research in universities and laboratories, teaching advanced and theoretical courses in curriculum and instruction, or administering research-oriented programs.

Admission and Selection of Candidates. Information regarding application procedures and admission requirements is available from the 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 winter term each year. It is the applicant's responsibility to see that his or her file is complete and ready for review by February 15. Call the Graduate Student Records Office (503-686-3527) for information concerning the status of an admissions file.

The Admissions Committee also considers 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 fall and spring application deadlines.

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 the number available is usually not known until late spring.

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 student financial aid.

Planning the Degree Program. Additional information regarding doctoral study, including adviser assignment, program planning, research requirements, transfer credits, residency requirements, comprehensive examinations, and dissertation committee, can be obtained from the College of Education Graduate Student Records Office and the University Graduate School.

Graduate Study In Special Education (Mildly Handicapped)

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 section of this catalog.

The Mildly Handicapped 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 another.

Note: Elementary education majors may include 18 credit hours of electives in their program. One option 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 request application forms from the program coordinator.

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, but study leading to completion of the standard endorsements in mental retardation, physically handicapped, and extreme learning problems is still available. Conversion of one of the former categorical standard endorsements to the new handicapped learner endorsement may be accomplished by completing 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 or concurrently with the practica. 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 requires 33 credit hours.

Basic Endorsement. To be eligible for the Oregon basic handicapped learner endorsement, the student must hold, or be eligible for, an Oregon basic elementary or secondary teaching certificate and have demonstrated competence, or completed 33 credit hours designed to develop competence, in the following areas:

Requirements	Credit Hours
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
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	9
SpEd 409(G) Practicum I—Small Groups	3
SpEd 409(G) Practicum II—Small Group	4
SpEd 525 Final Supervised Field Experience	5
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	12
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
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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 courses:

SpEd 580 Role of the Resource Consultant I	3
SpEd 509 Practicum: Resource Consultant II	3
SpEd Approved Electives	15
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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 post-master's) must submit a completed copy of the Graduate Application for 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 develop consulting and negotiating skills 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, in-service training, interpersonal communication, and resource services.

All students beginning 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 Role of Resource Consultant I (SpEd 580), Role of Resource Consultant II (SpEd 581), and Practicum: Role of Resource Consultant III (SpEd 509).

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; they may apply to more than one area. For specific details and admission forms, check with the Graduate Student Records Office, College of Education, Room 112.

General Master's Degree in Mildly Handicapped (Gen/MH). Students entering the general master's degree program in the Mildly Handicapped 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 Mildly Handicapped 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 Mildly Handicapped 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 learner characteristics, needs, and measurement and evaluation techniques for gifted and talented children

and to improve their performance in implementing curricula 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 Mildly Handicapped Area; and elective courses in related areas of study.

Specialization in Law and Advocacy. This specialization is available to students in the Mildly Handicapped Area. It is strongly recommended in combination with the Resource Consultant Program, the supervisory endorsement, and work in educational 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 Mildly Handicapped Area emphasizes the development of expertise in service (direct-service delivery to selected clientele), training (dissemination of knowledge and skills), and research. Demonstration of expertise in these areas is more important than completion of specific courses.

Students complete an issues-oriented proseminar and identify a major or primary area of study. A program advisory committee is appointed to assist each doctoral student in program planning and monitoring of progress toward completing the degree. Completion of the degree requirements normally takes three years of study beyond the master's degree.

Admission

Although each area of the college is responsible for selecting 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 (MAT) or Graduate Record Examination (GRE) or both; (5) evidence of writing ability; (6) statement of professional goals.

Dates and general admission procedures are coordinated across all areas in the division; however, applicants apply to and are accepted into a specific area program rather than into the division at large. The number of 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 complete dossier must be on file with the Graduate Student Records Office. It is the student's responsibility to ensure that the dossier is complete. Applications are reviewed four times annually: February 15, May 1, July 15, and October 15.

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. Prerequisite: instructor's consent. Sparks.

CI 200. SEARCH. 1-3 credit hours.

CI 400. SEARCH. 1-3 credit hours.

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 pages 210-11 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. Introduction to 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, 335, and 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 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 credit 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 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 and Professional Term I; Professional Term II recommended.

EIEd 342. Teaching Mathematics in the Primary Grades. 3 credit hours. Trends in methods and current practices, mathematics concepts and skills, psychology and philosophy related to the improvement of mathematics instruction in the primary grades. Prerequisite: EIEd 333.

EIEd 343. Teaching Mathematics in the Intermediate and Middle School. 3 credit hours. Trends in methods and current practices, mathematics concepts and skills, psychology and philosophy related to the improvement of mathematics instruction in grades four, five, and six. Prerequisite: EIEd 333.

EIEd 415. Student Teaching: Elementary (Self-Contained) 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 Intermediate and Middle School. (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. 3 credit hours. Designed to develop clear conceptualizations of the modes of creative teaching currently in use in individualizing reading instruction in elementary schools. Diagnostic procedures, teaching strategies, material selection, and organizational patterns for effective instruction. Prerequisite: EIEd 335 or equivalent.

EIEd 507. Seminar. Credit hours to be arranged. Student Teaching: Elementary. Must be taken in conjunction with student teaching.

Secondary Teaching: Basic Certification

Note: Courses listed here are those currently required for the basic professional component of secondary teacher education offered through the area of curriculum and instruction. Certain equivalent courses are offered through other professional schools for students pursuing basic certification in subject fields taught in those schools.

For specific information, consult the Office of Secondary Education, College of Education.

SeEd 312. Introduction to Teaching. 2-3 credit hours. Explores teaching as a career, preceding admission to the Secondary Teacher Program. Develops skills in self-assessment, goal setting, decision making. Presents history and current status of education. Discusses role of teacher as counselor, learner, planner, designer, and instructor. Examines issues of learning, classroom management, the exceptional student, and career 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 409 ESCAPE Practicum: Strategies and Reading. Prerequisites: Introduction to Teaching and Practicum: Exploring Teaching; admission to Secondary Education program. Special section for students in art, music, physical education, and health. Acheson, Gall.

SeEd 407. Seminar. Credit hours to be arranged. Secondary Student Teaching is a current topic.

SeEd 409. Practicum. Credit hours to be arranged. Recent topics are ESCAPE: Exploring Teaching and ESCAPE: Strategies of Reading. P/N only.

SeEd 410. Experimental Course. Credit hours to be arranged.

SeEd 417. Student Teaching: Secondary (Departmentalized). 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 of Reading. Prerequisites: SeEd 312; SeEd 409 ESCAPE Practicum: Exploring Teaching; admission to Secondary Education Program. (Special section offered for students in art, music, physical education, and health.)

SeEd 495. Special Methods in Secondary School. 3 credit hours. Offered in the following teaching areas: English (language arts), French, German, mathematics, science, social studies, Spanish, speech and theater.

Successful completion of the appropriate methods course is a prerequisite for student teaching in respective subject area. Methods courses include attention to goals, objectives, learning activities, and assessment of learning appropriate to the subject matter.

Note: Other special methods courses are offered within respective departments; i.e., art education, health, journalism, music, physical education.

Upper-Division Courses Carrying Graduate Credit

CI 405. Reading and Conference. (G) Credit hours to be arranged.

CI 407. Seminar. (G) Credit hours to be arranged. Recent topics are Children as Authors, ESCAPE: Independent Study, ESCAPE: Leadership Training, ESCAPE: Volunteer Training, Inquiry Development, Instructional Design, Interpersonal Communication, Interpersonal Influence, The Metric System of Measurement: Its Theory and Research, Parent and Community Influences in Early Childhood Education, Problems and Issues in Community Education, and Teaching in the Kindergarten.

CI 408. Workshop. (G) Credit hours to be arranged.

CI 409. Practicum. (G) Credit hours to be arranged. P/N only. Current topics are ESCAPE: Middle Schools, ESCAPE: Public Schools, Pre-Student Teaching, Public School, September Experience, Teaching Practicum I and II, and Teaching Reading I: Elementary, Primary, Intermediate, or Secondary.

CI 410. Experimental Course. (G) Credit hours to be arranged. Current topics are Classroom Management for the Secondary School, Individual and Group Assessment, Learning and Teaching Styles, Micro-computers in Education, and Research and Evaluation for Classroom Teachers.

CI 411. Organization of Library Materials. (G) 4 credit hours. Not offered 1983-84.

CI 412. Selection and Acquisition of Library Materials. (G) 3 credit hours. Not offered 1983-84.

CI 413. Reference Sources and Services. (G) 3 credit hours. Not offered 1983-84.

CI 414. Educational Media Center. (G) 3 credit hours. Not offered 1983-84.

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.

CI 419. Storytelling. (G) 3 credit hours. Fundamental principles of the art of storytelling, including the planning of a story hour, location of suitable materials, and the techniques of learning and presenting the story; study and selection of literature appropriate for

oral presentation to children of all ages. Corequisite: CI 418.

CI 420. Developing Student Leadership in the Secondary School. (G) 3 credit hours.

CI 421. Multi-Media Librarianship. (G) 3 credit hours. Not offered 1983-84.

CI 422. Media for Young Adults. (G) 3 credit hours. Not offered 1983-84.

CI 423. Library Programs for Children and Young Adults. (G) 3 credit hours. Not offered 1983-84.

CI 425. Final Supervised Field Experience. (G) Credit hours to be arranged. Enrollment limited to students completing the final field experience for basic certification reading endorsement. P/N only. Consult Office of Field Experience Programs for details.

CI 427. School Activities. (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. Nature of the reading process for beginning reading 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. Prerequisites: EIEd 335 and concurrent practicum.

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 noneducation majors in telecommunications, film studies, graphics, leisure studies, business. Ferrington.

CI 437. Sound Slide Technology I. (G) 3 credit hours. Design, production, and evaluation of sound-slide media presentations for education, business, industry, and other nontraditional instructional environments; preplanning, visualization processes, scriptwriting, 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 multiple-image presentations for large-group audiences. Emphasis on 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. Conceptualization, design, and production of professional-quality overhead projection materials for instructional and training programs in business and education. Emphasis upon visual communication design and advanced production techniques including diazography, xerography, kodolith, direct positive, color lift, thermal, and other specialized transparency production processes. Prerequisite: CI 435(G) or SeEd 436(G).

CI 440. Instructional Film. (G) 2 credit hours.

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 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 instructor's consent. 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. Practical, in-depth exposure to the community school approach, including 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 instructor's consent. 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 integrated effectively 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. Prerequisite: graduate or upper-division standing.

Graduate Courses

CI 501. Research. Credit hours to be arranged. P/N only.

CI 503. Thesis. Credit hours to be arranged. P/N only.

CI 505. Reading and Conference. Credit hours to be arranged.

CI 507. Seminar. Credit hours to be arranged. Recent topics are Activities in Cognitive Development, Administration and Evaluation of Reading Programs, Advanced Children's Literature, Advanced Curriculum and School Improvement Strategies I and II, Advanced Seminar in Community Education, Advanced Teaching Strategies, Analysis of Teaching, Classroom Management in Secondary Schools, Classroom Observation and Conferences, Current Research in Field Experience Programs, Current Research in Reading, Current Topics in Education, Curriculum for the Gifted Child, Curriculum in Early Childhood Education, Democratic Practices in the Classroom, Designing Educational Research, Existentialism and Education, Facilitating Inquiry in the Classroom, History of Reading, Ideology

and Education, Infant and Child Development, Instructional Systems Design, Intellectual Freedom, Issues in Early Childhood Education, Language Development and Early Childhood Education, Middle Schools Issues and Planning, Models of Teaching, Organization and Administration of Early Childhood Education Programs, Politics of Knowledge, Poverty Solutions, Problems in Teacher Education, Program Evaluation, School Improvement and Change I and II, Secondary Reading Instruction, Supervision of Student Teaching, Teaching Algebra in the Secondary Schools, Use of Observation Systems of Teacher Training.

CI 508. Workshop. Credit hours to be arranged.

CI 509. Practicum. Credit hours to be arranged. Recent topics are Reading Practicum III, Standard; Administration of Special Education; College Teaching; Coordinated Reading Programs; Evaluation Laboratory; Guided Field Experience; Internship in Community Education; Instructional Development Projects; Marginal Youth; Public School; Professional Internship in Instructional Technology; Supervision; Teaching Disadvantaged.

CI 510. Experimental Course. Credit hours to be arranged. Audio Recording Laboratory is a current topic.

CI 520. Introduction to Instructional Technology. 4 credit hours. Introduction to instructional systems and their related technologies. 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, but open to all students.

CI 521. Mass Media and the Curriculum. 3 credit hours. Examination of the relationship between mass media and the schools, with 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 secondary school curriculum, with emphasis on various subject fields; organization of the school or curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

CI 525. Final Supervised Field Experience. Credit hours to be arranged. 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 Elementary and Middle School. 3 credit hours. The place of science in the elementary school with particular reference to the value of science in children's lives. Selecting and organizing content; coordinating science with elementary school activities; methods and materials; rooms and equipment. Sylwester.

CI 535. Social Studies in Elementary and Middle 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.

CI 536. Language Arts in Elementary and Middle 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 Elementary and Middle 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 instructor's consent.

CI 538. Mathematics in Elementary and Middle 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. Chaille.

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. Chaille.

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, 542, and instructor's consent. Chaille.

CI 553. Elementary and Middle School Curriculum. 3 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 instructional areas; assessing instructional programs; new and continuing issues, challenges, and predictions associated with the education of children. Sylwester.

CI 560. Inquiry Development in the Classroom. 3 credit hours. Designed to develop understanding of, and skill in applying, a model or framework for conceptualizing an inquiry mode of learning and a set of instructional strategies for developing skills in students for learning through inquiry.

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 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 on 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 575. Classroom Observations and Conferences with Teachers. 3 credit hours. Variety of systematic techniques for recording data during teaching observations. Procedures and techniques for planning with teachers what kinds of data to collect and for providing teachers with information on ways to promote growth in teaching competence.

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 instructor's consent.

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 instructor's consent. 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 that 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 instructor's consent.

Courses Offered in Special Education (Mildly Handicapped)

Upper-Division Courses Carrying Graduate Credit

SpEd 405. Reading and Conference. (G) Credit hours to be arranged.

SpEd 407. Seminar. (G) Credit hours to be arranged. Topics include Career Education for the Handicapped, Communication and Counseling for Teachers of Exceptional Children, Direct Instruction, Arithmetic, Direct Instruction, Reading, and The Gifted Underachiever.

SpEd 409. Practicum. (G) Credit hours to be arranged. Recent topics are Administration of Special Education, Direct Instruction, Education of Exceptional Children, Handicapped Learner I and II, Learning Disabilities, Supervision, and Teaching the Gifted and Talented.

SpEd 430. Introduction to the 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 handicaps as well as other implications for families and community agencies.

SpEd 462. Psychology of the Exceptional Child. (G) 3 credit hours. Cross-categorical survey of knowledge about exceptional children and youth. Primarily for elementary or secondary classroom teachers and other nonmajors.

SpEd 463. Introduction to Behavior Disorders. (G) 3 credit hours. Overview of behavior disorders observed in children. Examination of behavioral, ecological, and psychosociological positions regarding intervention and education.

SpEd 464. Introduction to Mental Retardation. (G) 3 credit hours. Overview of problems, issues, and concepts related to the definition and measurement of mental retardation.

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. Introduction to Learning Disabilities. (G) 3 credit hours. Introduces the history and current practices in the diagnosis and remediation of learning disabilities.

SpEd 467. The Physically Handicapped. (G) 3 credit hours. Introduction to the etiology, incidence, and prevalence of major physically handicapping conditions, and their psychological, emotional, social, and vocational implications. Basic terminology needed to read medical records presented. Psychosomatic and somatopsychological reactions discussed.

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. 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. Methods course focusing on systematic instruction of mathematics skills for the mildly and moderately handicapped; introduces instructional procedures for teaching mathematical facts, computations, measurement, money, time, and mathematical reasoning; evaluation of mathematics 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. Helps educators 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 program.

SpEd 486. Design of Instruction for the Handicapped. (G) 3 credit hours. Design, development, and evaluation of instructional material for handicapped children. Emphasis on the construction of educational sequences for various types of learning tasks. Selection, sequencing, teaching procedures, and assessment.

Graduate Courses in Special Education (Mildly Handicapped)

SpEd 501. Research. Credit hours to be arranged. Recent topics are Design of Special Education Research and Research with Young Children.

SpEd 503. Thesis. Credit hours to be arranged.

SpEd 505. Reading and Conference. Credit hours to be arranged.

SpEd 507. Seminar. Credit hours to be arranged. Recent topics are Advanced Design of Instruction, Analysis of the Published Literature on Exceptional Children, Assessment of Exceptionality, Compliance Training, Controversies in the Exceptional Learner Literature, Critique and Report Writing, Historical and Legislative Basis for Special Education, Hyperactive Child, Law and Special Education, Learning and Cognitive Performance of the Developmentally

Deviant, Proseminar, and Social-Cultural Aspects and Rehabilitation of Developmentally Deviant.

SpEd 509. Practicum. Credit hours to be arranged. Topics include Experience with Young Handicapped Children, Handicapped Learner I and II, Resource Consultant III, Supervision of Teachers of Handicapped Learners, and Teaching the Gifted and Talented.

SpEd 525. Final Supervised Field Experience. Credit hours to be arranged. Enrollment limited to students in handicapped learner program for basic certification endorsement. P/N only.

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 new diagnostic techniques. Student observes or participates or 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 needed competencies; various models for support services to regular classes.

SpEd 581. Role of the Resource Consultant II. 3 credit hours. Develops concepts introduced in first part of sequence; evaluation and development of media packages and modules related to delivery of services to students and school personnel.



Division of Special Education and Rehabilitation

**351 Clinical Services Building
Telephone 686-3591**

Hill M. Walker, Associate Dean

Faculty

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Heidi E. Rose, M.A., Research Assistant. B.A., 1973, Justis-Biebig Universität; M.A., 1976, Oregon.

Robert H. Schwarz, Ph.D., Professor Emeritus. B.S., 1948, Wisconsin, Madison; M.A., 1949, Columbia; Ph.D., 1966, American.

Valerie E. Taylor, M.A., Research Assistant. B.A., 1974, M.A., 1977, Oregon.

Linda S. Thompsen, B.S., Research Assistant. B.S., 1962, Pennsylvania State.

Hill M. Walker, Ph.D., Professor; Associate Dean, Division of Special Education and Rehabilitation; Director, Center on Human Development. B.A., 1962, Eastern Oregon; M.A., 1964, Ph.D., 1967, Oregon.

Barbara Wilcox, Ph.D., Assistant Professor. B.A., 1969, Smith; M.A., 1972, Ph.D., 1973, Illinois.

Julie A. Williams, M.A., Research Assistant. B.A., 1979, California, Santa Barbara; M.A., 1981, West Virginia.

Kenneth S. Wood, Ph.D., Professor Emeritus (speech pathology-audiology). B.S., 1935, Oregon State; M.A., 1938, Michigan; Ph.D., 1946, Southern California.

Richard W. Zeller, M.A., Instructor. B.A., 1967, Willamette; M.A., 1968, California, Los Angeles.

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-Audiology. In addition, an interdisciplinary degree in Special Education and Rehabilitation is available at the doctoral level for those whose professional interests are more clinical in nature and span a number of related areas.

Although united by University and Graduate School requirements and by several broad ideological tenets, each area functions independently within the division and has its own 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 the University'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

Stipends, fellowships, and loans are 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 enroll in practica quarterly as part of their professional training. Practicum experiences may include supervision of student teachers, assisting in teaching a class, or research.

Graduate Teaching Fellowships. Graduate students in the division may be employed in a variety of settings as graduate teaching fellows (GTF's). The amount of these awards varies according to time commitment, task, background, and experience.

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 federal student loan programs. Information regarding loans may be obtained from the Office of Student Financial Aid, 260 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.

Note: Endorsement programs to work with the mildly handicapped are offered within the

Division of Teacher Education. See page 213.

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 are reviewed by more than one area on request. For more information and 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 admission 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 (MAT) or Graduate Record Examination (GRE) or both;
- (5) evidence of writing ability;
- (6) statement of professional goals.

The dates and general admission procedures are coordinated across all areas in the division; however, applicants apply to and are accepted into a specific area program rather than into the division at large. The number of 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 are reviewed four times annually: February 15, May 1, July 15, and October 15.

Undergraduate Studies. Only the Speech Pathology-Audiology Area offers a formal major at the undergraduate level. However, undergraduates may enroll in the SHL 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. Participants 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, Regional Resource Center, Research and Training Center in Mental Retardation, and an Early Intervention Program. 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 SHL endorsement are offered by the Developmental Disabilities Area.

Severely Handicapped Learner Endorsement Program

The SHL is a competency-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 autisticlike. 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 preprimary, 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 general University requirements for graduate admission, and all applicants should request the proper application forms from the Graduate Student Records Office, College of Education.

Basic Endorsement. The following courses are typically included in the SHL basic endorsement program:

Course	Credit
SpEd 407 (G) Habilitation of the Severely Handicapped ^{1,5}	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 ^{3,5}	3
SpEd 491 (G) Curriculum Programming for the Severely Handicapped I	3
SpEd 492 (G) Issues in Secondary Programming for the Severely Handicapped ^{1,5}	3
SpEd 507 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 ^{2,5}	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

¹ Required for elementary and secondary emphasis

² Required for preprimary and elementary emphasis

³ Required for preprimary emphasis

⁴ Required for secondary emphasis

⁵ Take two of the four courses for a total of 6 hours

Standard Endorsement. The area also offers a program approved for the standard SHL endorsement. The standard endorsement program 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 SHL 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. Master's students in early childhood education of the handicapped are prepared for two primary roles: (a) direct intervention as a classroom teacher or a specialist, with a target population of young children, and (b) coordinator or supervisor of programs for young handicapped and nonhandicapped 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 SHL endorsement program.

Adult Services. Community programs for developmentally disabled adults have expanded rapidly during the past 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 competency-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 depending on the student's entering skills and professional goals, all students complete five major program elements: (1) a set of required courses to 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 degree 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 Degree. 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 credit hours, completion of a set of five required courses, 6 credit hours of research, a master's project, and a comprehensive exam.

Interdisciplinary Degree Program

This degree program provides maximum flexibility in accommodating students' professional interests. The program has a strong clinical focus and requires demonstration of acceptable knowledge and performance in such skill areas as teaching, supervision, research design, proposal development, and professional writing. In consultation with an Interdisciplinary Program Committee, the student selects content specialization areas and is advised on area and general program requirements by this committee.

The developmental disabilities, rehabilitation research, and speech pathology-audiology program areas are highly specific in their content and focus. The interdisciplinary degree program requires less specialization within areas but greater breadth across related areas or disciplines. This program is best suited to those students whose career interests require knowledge and skills from several disciplines.

As with other degree programs in the division, students have minimum course work requirements and are expected to work closely with the committee to develop programs suited to their specific needs. The program requires a core area of work within special education and rehabilitation and two related focus or content areas. Students are also expected to participate in clinical practice in a variety of service settings as part of their program of studies.

Doctoral Program in Developmental Disabilities. The Developmental Disabilities Area has developed a competency-based doctoral program that emphasizes the development of specific skills in teaching, research, service, program development, supervision, consultation, and professional writing. Although doctoral students are encouraged to pursue 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 that area. The developmental disabilities doctoral program description lists these competencies along with criterion requirements for meeting them.

The goal of the doctoral program is to prepare individuals to assume roles as scholars,

leaders, and program developers in special education and rehabilitation. The area focuses on severely handicapped individuals 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 consists of a one-term seminar on issues and a minimum of five seminars or advanced graduate electives to develop the student's interest areas. Additional courses are often 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, and grant proposals.

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 three-year doctoral program in rehabilitation research. 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—all holders of the Ph.D. degree—represent research and practice interests in diverse areas within rehabilitation and mental retardation.

In consultation with a program adviser and two additional faculty members, each student develops an individualized curriculum doctoral plan which 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, under the auspices of the National Institute for Handicapped Research. The center provides financial assistance and a variety of practical professional experiences in

rehabilitation research. Center work activities 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

SpEd 426. Final Supervised Field Experience: Severely Handicapped Learner. Credit hours to be arranged. SHL field experience requires full-time involvement in the classroom for the entire term. Focuses on assessment, determining instructional objectives, developing programs, training staff, designing classroom schedules, and working with school and service agencies. Prerequisite: Practicum: Severely Handicapped. P/N only.

Upper-Division Courses Carrying Graduate Credit

SpEd 405. Reading and Conference. (G) Credit hours to be arranged.

SpEd 407. Seminar. (G) Credit hours to be arranged; generally 3 credit hours. Recent topics are Habilitation of the Severely Handicapped, Language Assessment and Intervention with the Handicapped, Language Intervention with the Severely Handicapped, Services for the Multiply Handicapped, The Severely Disturbed Child, The Severely Handicapped Learner, and Writing Individualized Educational Programs (IEP's).

SpEd 409. Practicum. (G) Credit hours to be arranged. Recent topics are Adult Services, Practicum in Developmental Disabilities, Practicum Experience with Young Handicapped Children, and Severely Handicapped.

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 handicapped infant and young child. Presents normal-developmental sequences in motor, language, self-help, social, and cognitive areas. 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. Programming for Secondary Severely Handicapped Students. (G) 3 credit hours. Presents programming concerns, teaching methodology, and curricula for functional living skills and vocational training skills for the severely handicapped adolescent and adult.

Graduate Courses

SpEd 501. Research. Credit hours to be arranged. Research with Young Handicapped Children is a current topic.

SpEd 505. Reading and Conference. Credit hours to be arranged.

SpEd 507. Seminar. Credit hours to be arranged; generally 3 credit hours. Recent topics are Behavior Management Packages, Community Residences for Disabled Populations, Computer Applications in Rehabilitation, Curriculum Programming for the Severely Handicapped II, Data Processing in

Rehabilitation, Generalization and Maintenance, Grant Writing Approaches and Project Management, Issues in Services for Individuals with Developmental Disabilities, Legal and Organizational Issues, Rehabilitation Measurement, Rehabilitation Overview, Rehabilitation Personnel Management, Rehabilitation Program Planning and Evaluation, Rehabilitation Proseminar, Research Design in Special Education, Single Subject Research Design, Social Competence and Mental Retardation, Social Consequences of Disabilities, Strategies for Parental Involvement and Education, Transdisciplinary Approaches, and The Young Handicapped Child.

SpEd 509. Practicum. Credit hours to be arranged. Current topics are Adult Services, College Teaching, Practicum Experience with Young Handicapped Children, Practicum in Developmental Disabilities, Practicum Research, Severely Handicapped, Supervision, and Supervision of Teachers of the Severely Handicapped.

SpEd 526. Final Supervised Field Experience: Severely Handicapped Learner. Credit hours to be arranged. SHL field experience requires full-time involvement in the classroom for the entire term. Focuses on assessment, determining instructional objectives, developing programs, training staff, designing classroom schedules, and working with school and service agencies. Prerequisite: Practicum: Severely Handicapped.

SpEd 562. Advanced Psychology of Exceptionality. 3 credit hours. Psychological, sociological, physiological, and historical perspectives on identification and treatment of exceptional individuals. Evaluation of educational service delivery systems for the mildly, moderately, and severely handicapped.

Speech Pathology-Audiology

The undergraduate instructional area of speech pathology-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 practica in on- and off-campus facilities;
- (4) to give students 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 that students may eventually qualify as professional speech pathologists.

Undergraduate work in speech pathology-audiology is not intended as a terminal training program even though the student receives the B.S. or B.A. degree. To avoid misdirection, the student is urged to be certain that the initial adviser assigned is from the speech pathology-audiology faculty.

Area Requirements

The following minimum requirements are specified for students majoring in speech pathology-audiology.

Major Courses	Hours	Prerequisites
SPA 370 Clinical Phonetics	3	None
SPA 371 Acoustics of Speech	3	None

SPA 472 Anatomy and Physiology of Speech and Language	3	SPA 370, 371
SPA 481 Speech-Language Pathology I	3	SPA 370, 371
SPA 482 Speech-Language Pathology II	3	SPA 370, 371
SPA 483 Speech-Language 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-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 Oregon public schools. None of these is required for the baccalaureate degree in speech pathology-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
EIEd 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-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 Teacher Standards and Practices Commission (TSPC).

If at all possible, the student should plan to enter graduate school immediately after completing undergraduate training to complete the fifth year, possibly with a master's degree. Endorsement requirements in Oregon, among 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 the speech impaired in public schools, the student must complete all requirements for the speech pathology-audiology major, must complete the requirements for a basic endorsement as specified by the Oregon TSPC, 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 F) except SPA 501, 503, 509, which must be taken Pass/No pass (P/N). All students majoring in speech pathology-audiology must take all SPA courses, except SPA 409 and 425, for grades; SPA 409 and 425 are offered only P/N.

Admission as an Official Undergraduate Major

First-year or transfer students intending to major in speech pathology-audiology should specify that major by title. 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 a practicum is a prerequisite.

In the event that enrollment in practica must be limited for any term, students with the best course preparation are given priority. Those with less preparation may have to delay their beginning practicum work.

Personal Qualifications. Students without adequate speech ability may not major in speech pathology-audiology unless there is good reason to expect that they can achieve acceptable speech before attempting to engage in the required 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. 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 University's Clinical Services Building.

The center's primary function is to prepare and train speech pathologists-audiologists. Clinical therapy practica are an integral part of the educational program. 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 educational process, graduate and undergraduate students participate in the diagnostic and therapeutic activities under the supervision of certified University speech pathologists and audiologists.

(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 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 supervised practicum students are given opportunities to design school programs and perform the screening, follow-up, consultation, and other activities related to establishing school programs. Also, at times there are limited opportunities in such programs as Head Start, child care centers, and preschool kindergarten 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-Audiology

Both master's and doctoral degree programs are available in the Speech Pathology-Audiology Area.

Master's degree programs are for the M.A., M.S., or M.Ed. The M.A. requires the equivalent of two years of a foreign language. The M.Ed. 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-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 Oregon public school endorsement requirements should consult Ned 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 of at least 51 credit hours is required for speech pathology-audiology majors. At least 12 of these 51 credit hours must be in other areas of study of the handicapped or in relevant courses outside the area. All work applicable to a program of study must be concluded within seven years. 24 credit hours of study on campus must be graded. A minimum of 9 credit hours must be in 500-level courses. A minimum cumulative 3.00 GPA is required for graduation. A graduate thesis may or may not be required, depending upon staff and student considerations.

See the Graduate School section of this catalog for general regulations concerning the master's degree. Additional specific degree requirements are available from the College of Education Graduate Student Records Office.

Doctoral Programs

The primary goal of the doctoral program in speech pathology-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 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-audiology usually requires three years of full-time study beyond the master's level.

Courses Offered in Speech Pathology-Audiology

Undergraduate Courses

SPA 370. Clinical 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. Acoustics of Speech. 3 credit hours. Study of the physics of speech.

SPA 405. Reading and Conference. 1-3 credit hours. Topics to be arranged.

Upper-Division Courses Carrying Graduate Credit

SPA 407. Seminar. (G) Credit hours to be arranged; generally 3 credit hours. Beginning, Intermediate, and Advanced Sign Language are current topics.

SPA 409. Practicum. (G) Credit hours to be arranged. Current topics are Strategies I; Observation, Strategies II; Assistance and Strategies III.

SPA 425. Final Supervised Field Experience: Speech Pathology-Audiology. (G) Credit hours to be arranged. 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. P/N only.

SPA 472. Anatomy and Physiology of Speech and Language. (G) 3 credit hours. Advanced study of anatomy, physiology, and neurology of speech processes.

SPA 473. Visual Language and 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 of school children.

SPA 480. Normal Speech and Language Development. (G) 3 credit hours. Primary focus on the development of phonology, morphology, syntax, semantics, and pragmatics. Discussion of areas related to language development.

SPA 481. Speech-Language Pathology I. (G) 3 credit hours. Survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders with no known organic etiology.

SPA 482. Speech-Language Pathology II. (G) 3 credit hours. Survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders associated with organic deficits.

SPA 483. Speech-Language Pathology III. (G) 3 credit hours. 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; introduction to speech audiometry.

SPA 489. Audiological Rehabilitation. (G) 3 credit hours. Rehabilitation of hearing impairments; use of amplification, and auditory training; psychosocial aspects of hearing impairments.

Graduate Courses

Note: Courses numbered 570 and above may not be offered every year.

SPA 501. Research. Credit hours to be arranged. P/N only.

SPA 503. Thesis. Credit hours to be arranged. P/N only.

SPA 505. Reading and Conference. Credit hours to be arranged.

SPA 507. Seminar. Credit hours to be arranged.

SPA 509. Practicum. Credit hours to be arranged. Language Diagnosis and Remediation is a current topic.

SPA 570. Early Language Assessment and Intervention. 3 credit hours. Study of speech and language in relationship to learning, cognition, classroom performance, and other behavior.

SPA 571. Differential 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.

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. 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

235 Education Building

Telephone 686-5173

Robert H. Mattson, Associate Dean

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., 1960, Chicago.

Jane H. Arends, Ph.D., Senior Research Associate (personnel and program administration and evaluation); Associate Director for Administration. B.A., 1962, Whitman; M.S.T., 1965, Portland State; Ph.D., 1975, Oregon.

Gerald K. Bogen, D.Ed., Professor (higher education). B.A., 1959, Western Washington; M.S., 1961, D.Ed., 1963, Oregon.

Robert L. Bowlin, D.Ed., Associate Professor (college student-personnel administration); Dean of Students. B.S., 1953, M.A., 1958, California State Polytechnic; D.Ed., 1964, Oregon.

Richard O. Carlson, Ed.D., Professor (organizational change); Deputy Director for Research and Development. B.S., 1951, M.S., 1955, Utah; Ed.D., 1957, California, Berkeley.

Werrett W. Charters, Jr., Ph.D., Professor (research on schools and school administration). B.A., 1944, DePauw; Ph.D., 1952, Michigan.

Wynn M. DeBevoise, B.A., Research Assistant; Coordinator of Communications. B.A., 1966, Stanford.

John deJung, Ed.D., Professor (institutional research, measurement, evaluation design). B.A., 1951, Montana; M.A., 1954, Ed.D., 1957, Syracuse.

Kenneth E. Duckworth, Ph.D., Senior Research Associate (sociology of education, socialization for work); Associate Director of Research and Development. B.A., 1965, Harvard; M.A., 1975, Ph.D., 1976, Stanford.

Diane M. Dunlap, Ph.D., Assistant Professor and Assistant Dean (work design, higher education). B.S., 1975, Southern Oregon; M.S., 1978, Eastern Oregon; Ph.D., 1980, Oregon.

C. H. Edson, Ph.D., Associate Professor (history of education). B.A., 1960, California, Berkeley; M.A., 1970, Oregon; M.A., 1973, Ph.D., 1979, Stanford.

Kenneth A. Erickson, Ed.D., Professor Emeritus (personnel administration, school surveys, in-service education, superintendency). B.S., 1941, Oregon; M.A., 1948, Ed.D., 1953, Washington State.

Robert D. Gilberts, Ph.D., Professor and Dean (problems of urban schools, conflict management, general administration). B.S., 1950, Wisconsin State; M.S., 1955, Ph.D., 1961, Wisconsin, Madison.

Steven M. Goldschmidt, J.D., Associate Professor (law and education, juvenile delinquency). B.A., 1966, Oregon; J.D., 1969, California, Berkeley; M.A., 1972, Oregon.

Grace Graham, Ed.D., Professor Emerita (social foundations). B.A., 1933, M.A., 1936, South Carolina; Ed.D., 1952, Stanford.

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., Professor Emeritus (higher education); Vice-President Emeritus for Administration and Finance. B.S., 1947, M.S., 1948, D.Ed., 1949, Oregon.

John E. Lallas, Ed.D., Professor and Executive Dean (higher education). B.A., 1947, Washington; B.A., 1952, Western Washington; Ed.D., 1956, Stanford.

Robert H. Mattson, D.Ed., Professor and Associate Dean (educational administration, special education). B.S., 1949, Montana State; M.A., 1959, Iowa State; D.Ed., 1959, Oregon.

Charlene J. Phipps, B.A., Research Assistant; Specialist for Public Information and Administration. B.A., 1967, Sacramento State.

Philip K. Piele, Ph.D., Professor (voting behavior, microcomputers and educational management, law and education). B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon.

Ralph C. Rands, D.Ed., Associate Professor (community college, personnel evaluation, communications); Director, Information and Field Services. B.A., 1949, Linfield; M.Ed., 1954, D.Ed., 1966, Oregon.

Max R. Riley, M.A., Research Associate (school law). B.A., 1974, M.A., 1976, Humboldt State.

Philip J. Runkel, Ph.D., Professor (social psychology, organizational development and change, research methods). B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan.

Adolph A. Sandin, Ph.D., Professor Emeritus (elementary education, curriculum, organization). B.A., 1939, Central Washington; M.A., 1938, Washington; Ph.D., 1943, Columbia.

Richard A. Schmuck, Ph.D., Professor (social psychology, group processes, organizational change); Director, Graduate Studies. B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan.

Hugh B. Wood, Ed.D., Professor Emeritus (international education). B.S., 1931, Toledo; M.A., 1935, Colorado; Ed.D., 1937, Columbia.

Participating Faculty

John A. Bruce, Ph.D., Adjunct Associate Professor of Education; Director, E. C. Brown Foundation.

Douglas Carnine, Ph.D., Associate Professor of Teacher Education.

Jane F. DeGidio, Ph.D., Director, Office of Student Development.

Randall W. Eberts, Ph.D., Assistant Professor of Economics.

Meredith Gall, Ph.D., Professor of Education.

Russell M. Gersten, Ph.D., Research Associate, Follow Through.

Roy E. Lieuallen, Ed.D., Chancellor Emeritus.

Miles E. Romney, Ph.D., Professor Emeritus.

James S. Russell, M.B.A., Assistant Professor of Management.

Beverly Showers, Ph.D., Assistant Professor of Teacher Education.

Jean Stockard, Ph.D., Associate Professor of Sociology.

Joe A. Stone, Ph.D., Associate Professor of Economics.

Shirley J. Wilson, D.Ed., Acting Dean of Students.

Harry F. Wolcott, Ph.D., Professor of Education and Anthropology.

Harmon Zeigler, Ph.D., Professor of Political Science.

The Division of Educational Policy and Management (DEPM) performs and integrates the functions of research and development, dissemination and service to the field, and instruction. Inquiries may be addressed to the Division of Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403.

Instructional Programs

The instructional programs include master's degree and doctoral programs 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 M.S. program provides students with an introduction to graduate-level study and an opportunity to specialize in educational administration, in higher education management, and in educational policy and management. Admission decisions are based on evaluation of all undergraduate and graduate transcripts, a score from the Miller Analogies Test (MAT) 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 grades. Of the 46 credit hours, 36 must be earned in formal courses and 30 in DEPM. Credits earned in other institutions and programs may be transferrable 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

D.Ed. and Ph.D. degrees may be earned in educational policy and management with specialization in the following areas: community college administration, educational administration, educational policy research and analysis, history of education, law and education, personnel administration, and university and college administration.

Applicants to all doctoral programs are evaluated on the basis of (1) four letters of recommendation, (2) undergraduate and graduate programs and GPA's, (3) MAT scores, (4) samples of scholarly work (e.g., term papers, master's thesis), (5) statements by the applicant of career goals, academic interests, and employment history, and (6) an essay.

A student's program includes a set of courses, requirements for which vary according to degree sought and field of study. Residency requirements of three consecutive terms of full-time study must be met by Ph.D. students; D.Ed. students may choose between the three-term option and two consecutive terms of full-time study, followed by one term of directed internship.

In addition, a student must maintain a 3.00 GPA, pass a comprehensive examination, 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.

Planned programs of study lead to the basic and standard administrative certificates for vice-principal, principal, and superintendent endorsements.

Admission to the Administrative Certification Program is granted to those who (1) verify completion of a master's degree or enrollment in a master's degree program in an approved teacher education institution, (2) submit a satisfactory score from either the MAT or the Test of Standard Written English (TSWE), and (3) provide three letters of reference from previous employers or college instructors. Information on admission procedures and required courses is available from the director of graduate studies, Education Building.

Research and Development

The Center for Educational Policy and Management, funded by the National Institute of Education, supports research and development on 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 studied 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.

Information and Field Services (IFS). The division provides consultant and field services aimed at solving problems related to the administration, organization, financing, planning, and operation of educational programs, as well as the evaluation of programs and educational facilities. Staff members provide professional growth opportunities for school districts, professional organizations, and individuals through workshops, conferences, and training programs; disseminate information on exemplary practices and new developments in education; and facilitate communication between the College of Education and the field.

Courses Offered

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.

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.

EdPM 440. History of Education. (G) 3 credit hours. 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. Introduction to the major social, intellectual, and institutional trends in the history of American education; the evolution of formal systems of education as the response of a people to their traditions, to their experiences in a given environment, and to broad social movements; appreciation of the different experiences of various ethnic groups in our society, and the processes by which educators translate their beliefs concerning these groups into educational policy and practice. Edson.

EdPM 445. Modern Philosophy of Education. (G) 3 credit hours. Examination of the ideas of Sartre, Buber, and G. H. Mead as they relate to current educational issues; the nature of freedom, identity, and alienation as analyzed from a phenomenological perspective; education as a process of examining cultural assumptions; relationship between local control of education and freedom of inquiry; education and Berger's theory of the social construction of reality.

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. Wolcott.

Graduate Courses

EdPM 501. Research. Credit hours to be arranged. P/N only.

EdPM 502. Supervised College Teaching. Credit hours to be arranged.

EdPM 503. Thesis. Credit hours to be arranged. P/N only.

EdPM 505. Reading and Conference. Credit hours to be arranged.

EdPM 507. Seminar. Credit hours to be arranged. Recent topics are Academic Governance, Analytical Problem Solving, Contract Management, Current Issues in Higher Education, Financing Higher Education, Historiography of American Education, History of Childhood and the Family, History of Higher Education, Internship, Legal Issues in Higher Education, Microcomputer Information Systems in Education, Personnel Evaluation, School Law Research I: Bibliography, School Law Research II: Methodology, Simulation in Decision Making, and Thesis Seminar.

EdPM 508. Workshop. Credit hours to be arranged. P/N only.

EdPM 509. Practicum. Credit hours to be arranged. Practicum for Interns is a current topic.

EdPM 513. Educational Organization and Administration. 3 credit hours. 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. Abbott.

EdPM 514. Governance and Policy in American Schools. 3 credit hours. Analysis of the roles of the federal government, state government, and local agencies with 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. Abbott.

EdPM 515, 516. Educational Institutions. 3 credit hours each term. 515: structures, processes, and procedures that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation. 516: the social organization of educational institutions; emphasis on the impact of organizational needs and personnel characteristics on the social organization.

EdPM 520. Adult Education. 3 credit hours. Survey of adult education: purposes, programs, philosophy, methods, materials, agencies, organization. Not offered 1983-84.

EdPM 522, 523. Policy Research and Analysis I, II. 3 credit hours each term. Nonstatistical treatment of the basic concepts and methods of research on educational policy. Charters.

EdPM 524. Law and Schools. 3 credit hours. 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 of and limitations on that authority. Goldschmidt.

EdPM 526. Student Rights. 2 credit hours. Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative values. Prerequisite: EdPM 524. Goldschmidt.

EdPM 528. Teacher Rights. 2 credit hours. Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prerequisite: EdPM 524. Goldschmidt.

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.

EdPM 542. Urbanization, the Pupil, and the School. 3 credit hours. History of urban education; analyzes bureaucratization, patterns of political control of schools, teachers' and students' perceptions of the system, some functions of mass schooling, and current strategies for change. Discussion of primary sources and contrasting interpretations attempt to relate schools to changes in urban politics and socio-economic structure in specific American cities. Edson. Not offered 1983-84.

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, are a major part of

the course work. Prerequisite: EdPM 445 or instructor's consent. Not offered 1983-84.

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. Examination of the origin and functions of the community college movement; emphasis on problems and issues in organization and administration. Rands.

EdPM 554. Programs in the Community College. 3 credit hours. Survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas.

EdPM 569. Ethnographic Research in Education. 3 credit hours. Examines the descriptive/interpretive approach of the anthropological fieldworker for applications in educational research through analysis of statements about fieldwork and review of published accounts. Wolcott.

EdPM 570. Human Resource Management. 2 credit hours. Laboratory course in management skills relating to management of time, building motivation, forming work groups, establishing trust, implementing change, and researching agreement.

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, or EdPM 569. 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: Anth 415, EdPM 571 or instructor's consent. 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. Schmuck.

EdPM 575. School Finance. 2 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. Critical analysis and discussion of current trends in school facilities planning, construction, finance, and law with special emphasis on school district alternatives to deficit or surplus space problems or both. Piele.

EdPM 577. Collective Bargaining in Education. 3 credit hours. Examines the procedures and techniques of collective bargaining in a public school setting. Considers history and theory of collective bargaining; analysis of Oregon's collective bargaining statutes; and specific collective bargaining issues (i.e., unit determination, scope, contract language, impasse resolution, and grievance procedures). Simulated bargaining sessions involve participants in the planning, communication, and strategies required in the bargaining process. Goldschmidt.

EdPM 578. School-Community Relations. 2 credit hours. Long- and short-term social, economic, political, and technological forces affecting the relationship of schools to the community, community-interest groups, their purposes, leaders, and school-related interests; community influentials and the schools; citizen decision making and the schools; the referenda: methods of assessing citizen attitudes toward the schools; improving school responsiveness to citizen expectations. Schmuck.

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. Not offered 1983-84.

EdPM 583. Policy Development. 3 credit hours. Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policy and assessing the consequences of policy enactment.

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. Not offered 1983-84.

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. Review of some prevailing concepts and suppositions about teaching and learning; examination of a number of different methods and techniques of college teaching. Prerequisite: teaching experience. Rands.

EdPM 598. Comparative Education. 3 credit hours. Examination of higher educational systems in countries other than the United States. Particular emphasis on relationships between education and governmental agencies and on patterns of decision making as they affect educational policy. Bogen. Not offered 1983-84.

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 Max G. Abbott, 686-5064.

Division of Counseling and Educational Psychology

1761 Alder Street, Room 103
Telephone 686-5501
Wesley C. Becker, Associate Dean

Counseling Faculty

Martin H. Acker, Ph.D., Professor (human sexuality, corrections); Director, DeBusk Memorial Center. B.A., 1943, Brooklyn; M.A., 1953, Ph.D., 1963, New York.

John A. Bernham, M.Ed., Adjunct Instructor (community college counseling). B.A., 1956, Cascade; M.Ed., 1960, Oregon.

Gordon A. Dudley, Ed.D., Associate Professor (psychodynamic theory and procedures). B.A., 1956, Kalamazoo; M.A., 1959, Colorado; Ed.D., 1971, Harvard.

Richard D. Freund, Ph.D., Assistant Professor (research methods, community college counseling, cognitive theory). B.A., 1966, Brown; Ph.D., 1971, Stanford.

A. Stanley Hultgren, Ph.D., Adjunct Assistant Professor (child guidance, counseling procedures). B.A., 1964, Oregon; M.A., 1969, Arizona State; Ph.D., 1976, Oregon.

William Kirtner, Ph.D., Associate Professor (college counseling); Director, University Counseling Center. A.B., 1950, M.A., 1955, Ph.D., 1959, Chicago.

Gerald D. Kranzler, Ed.D., Professor (rational emotive counseling). B.S., 1956, Jamestown; M.Ed., 1959, Ed.D., 1964, North Dakota.

John W. Loughary, Ph.D., Professor (career development, learning systems development). B.S., 1952, Oregon; M.A., 1956, Ph.D., 1958, Iowa.

Raymond N. Lowe, Ed.D., Professor (family and school counseling). B.S.Ed., 1940, Massachusetts State, Fitchburg; M.A., 1948, Ed.D., 1951, Northwestern.

Esther E. Matthews, Ed.D., Professor Emerita (human potentiality, career development). B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard.

Shirley L. Menaker, Ph.D., Associate Professor (psychology and career development of women, assessment). B.A., 1956, Swarthmore; 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 (child and family psychotherapy, psychodynamic approaches to therapy). B.A., 1943, Swarthmore; Ph.D., 1957, Cornell.

Theresa M. Ripley, Ph.D., Assistant Professor (group procedures, career development); Coordinator, Career Planning. B.S., 1966, Illinois State; M.S.Ed., 1968, Indiana; Ph.D., 1971, Oregon.

Ronald J. Rousseve, Ph.D., Professor (developmental counseling, social-philosophic foundations, minorities); Coordinator, Counseling. B.S., 1953, M.A., 1954, Xavier; Ph.D., 1958, Notre Dame.

Stephen H. Schweitzer, Ph.D., Assistant Professor (individual, marital, and sex therapy; crisis counseling; strategic therapy; hypnosis). B.S., 1966, Cooper Union; M.S., 1968, Illinois; M.S., 1974, Ph.D., 1977, Oregon.

Linda Sherman, Ph.D., Assistant Professor (behavior therapy, applied clinical research, survivors of catastrophic events, divorce, suicide). B.S., 1971, Illinois; M.A., 1976, California State; Ph.D., 1979, Oregon.

Andrew Thompson, Ph.D., Associate Professor (cognitive restructuring); Counselor, University Counseling Center. B.A., 1956, M.A., 1960, Ph.D., 1963, Minnesota.

Saul Toobert, Ph.D., Professor (group and individual counseling); Counselor, University Counseling Center. B.A., 1947, California, Berkeley; Ph.D., 1965, Oregon.

John C. Winquist, Ph.D., Adjunct Assistant Professor (community college counseling). B.A., 1964, Oregon State; M.S., 1971, Ph.D., 1975, Oregon.

Educational Psychology Faculty

Wesley C. Becker, Ph.D., Professor and Associate Dean (clinical psychology, behavioral analysis research, measurement, teaching methods). B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford.

Henry F. Dizney, Ph.D., Professor (measurement and research, educational evaluation); Acting Coordinator, Educational Psychology. B.S., 1954, Southeast Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa.

Joyce Gall, Ph.D., Courtesy Assistant Professor (social psychology, instructional development, school management and organization). B.S., 1963, Illinois; Ph.D., 1970, California, Berkeley.

Alexander C. Granzin, Ph.D., Adjunct Assistant Professor (school psychology). B.A., 1967, New Orleans; M.A., 1971, Ph.D., 1975, Oregon.

Fred N. Kerlinger, Ph.D., Courtesy Professor Emeritus (educational psychology, research methods, multivariate analysis, measurement and evaluation, learning theory and teaching). B.S., 1942, New York; M.A., 1951, Ph.D., 1953, Michigan.

Lloyd L. Lovell, Ph.D., Professor (human development, giftedness, philosophy of science, perception). B.A., 1947, Lawrence; M.S., 1951, Minnesota; Ph.D., 1955, Cornell.

C. Sue McCullough, Ed.D., Assistant Professor (school psychology, behavioral analysis, child development); Director, School Psychology Program. B.S., 1966, Butler; M.A., 1976, Ed.D., 1981, 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., 1958, Knox; M.S., 1961, Ph.D., 1963, Wisconsin, Madison.

Richard J. Rankin, Ph.D., Professor (psychometrics, learning and motivation, human development). B.A., 1953, M.A., 1954, Ph.D., 1957, California, Berkeley.

Richard A. Schmuck, Ph.D., Professor (social psychology, group processes, organization 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., 1966, Wisconsin State; M.S., 1969, Ph.D., 1973, Wisconsin, Madison.

Randall S. Sprick, Ph.D., Visiting Assistant Professor (classroom management, remedial instruction). B.S., 1973, Portland State; M.S., 1974, Ph.D., 1979, Oregon.

Participating Faculty

Meredith Gall, Ph.D., Professor of Teacher Education.

Gregoria Halley, Ph.D., Research Associate in Special Education and Rehabilitation.

The Division of Counseling and Educational Psychology offers both master's and doctoral degrees. Specialties in school psychology are offered within educational psychology. The division includes the DeBusk Memorial Center, which provides training experiences in counseling, 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. Information on 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.

Careers. 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

Master's Degrees. The counseling program offers an M.A., M.S., or M.Ed. degree in counseling. For the M.A. degree, the candidate must demonstrate proficiency in one foreign language. For the M.Ed., the candidate must have a valid teaching certificate and have

completed at least one year of successful classroom teaching.

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 Ph.D. or the D.Ed. degree. In addition to other requirements, the Ph.D. requires a dissertation with a high level of scholarship; it is intended for those with the ability and motivation to make a significant contribution to the field through teaching and scholarly research.

The D.Ed. in counseling psychology is an advanced professional degree for practitioners. 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 on the advancement of professional practice.

Admission to the D.Ed. program requires obtaining a faculty adviser and developing a detailed program proposal as part of the application procedure. 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 specified otherwise.

Admission and Retention

Prospective master's and doctoral applicants may request detailed admission policies and procedures from the Division of Counseling and Educational Psychology, College of Education, University of Oregon, Eugene, Oregon 97403. New students are admitted for fall term only. The closing date for receipt of completed applications is February 15 for entry the following September. Notification of the disposition of the application is mailed March 15.

Applicants are evaluated on (1) academic record, (2) letters of reference, (3) previous related work or life experiences or both, (4) Graduate Record Examination (GRE) Aptitude test scores, and for doctoral applicants, also the GRE Advanced Psychology test scores, (5) statement of purpose or rationale for seeking admittance, and (6) a sample of written work from doctoral applicants.

Both programs have an active affirmative action program and encourage applications from women and minority group members.

Only completed applications are reviewed. Applicants must gather all requested supporting papers, except letters of reference, and submit them along with the application forms as one package.

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 updating their credentials.)

Master's Degree Program

The program of studies leading to the master's degree in counseling requires 90 credit hours—the equivalent of two academic years. The requirement of two academic years of graduate work has been established in response to the national trend in other counselor education programs and to the trend toward certification and licensing by the various states of counselors with master's degrees. However, some prior counseling-related academic work from an accredited institution may meet, in part (up to 45 credit hours), the requirements of the 90-credit-hour program.

An individualized program of studies taking into account the student's background, experience, and professional goals is designed by the student and the adviser. No fewer than 45 of the 90 *required* credit hours must be taken in residence *after* formal admission to the master's program. Acceptable courses must fall within the following categories:

Psychological Foundations. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, sociology, anthropology, and physiology.

Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

The Helping Relationship. Courses on the philosophic basis of the helping relationship, counseling theories, and procedures.

Supervised Practice. The counseling psychology faculty is committed to the practicum as the core experience in a master's degree program in counseling. Generic as well as specialized counseling experiences, both within the University community and in the community at large, are required.

Groups. Courses on theory of groups, group work methods, and supervised practice.

Life Style and Career Development. Courses on vocational choice theory, courses on career choice and development, relationship between careers and life-style.

Appraisal of the Individual. Courses on data gathering and interpretation, individual and group testing, case study approaches, the study of individual differences, the development of a framework for understanding the individual, considering ethnic, cultural, and sex factors.

Research and Evaluation. Courses in statistics, research design, development of research and demonstration proposals.

Professional Studies. Courses in ethical, legal, and moral issues, supervised professional readings, workshops.

Doctoral Degree Program

The doctoral program in counseling psychology is designed to ensure 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 how 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 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 (APA) and typically entails a minimum of three years of full-time effort beyond the master's degree. A full year of internship training must be completed *after* the first year of resident academic course work. 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 substantial professional experience related to the counseling field. Doctoral degrees are granted in recognition of exceptional mastery of knowledge and skills in the field of counseling psychology.

Financial Aid

Because grants-in-aid are virtually nonexistent within the master's degree program, financial assistance must be sought outside the program.

Financial assistance for doctoral students is 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 (GTF's) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in counseling psychology are given priority. Also considered is the degree to which the work will benefit the student's program goals.

DeBusk Memorial Center

Director to be announced
1675 Agate Street
Telephone 686-3418

DeBusk Memorial Center is a service, training, and research facility functioning as part of the Division of Counseling and Educational Psychology in the College of Education. The center was named in honor of the pioneering work of Dr. B. W. DeBusk, who taught at the University from 1915 to 1937. He skillfully integrated findings from psychology, medicine, and education in diagnosing learning and behavior problems. The center continues this interdisciplinary approach. Its purposes are to provide assessment and counseling to clients with a wide range of concerns.

Graduate students at the master's, doctoral, postdoctoral levels participate with faculty clinical supervisors in various programs as an integral part of their professional preparation.

The center also offers consultant services for developing and evaluating various 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 M.A., M.S., M.Ed., Ph.D., or D.Ed. degree.

Admission and Retention. Admission to all programs within educational psychology requires admission to the Graduate School of the University and formal admission to the Educational Psychology Area.

Admission is competitive, based on (1) Graduate Record Examination (GRE) 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 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, (3) school psychology, and (4) general educational psychology.

All master's degrees require a minimum of 45 hours of study. Except in rare cases, master's programs require a thesis. All doctoral degrees require a minimum of 45 credit hours in the area and 30 credit hours in a supporting area, as well as research, foundation, and thesis work.

Fulfillment of degree requirements includes successful completion of a series of comprehensive examinations and the presentation of a dissertation or thesis. 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. An experience-based terminal master's degree (without thesis) is intended for professional workers in applied fields of human development.

Doctoral degrees are highly individualized and emphasize interdisciplinary studies on and off the University campus. Students frequently include psychology, sociology, counseling, special education, gerontology, and teacher education as part of their doctoral studies.

Students who want to discuss the possibility of pursuing graduate studies in this program should see Lloyd Lovell.

(2) Measurement, Evaluation, and Research. The measurement and research component of educational psychology studies techniques that facilitate the educator's work in assessing the extent to which new courses, methods, and learning experiences affect 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. Computers are available for use 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 Arthur Mittman or Richard 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:

(4) General Educational Psychology. The general educational program trains college teachers and researchers specializing in educational psychology. Human learning and behavior are stressed. Instructional support is found in many University departments, but especially in curriculum and instruction, psychology, anthropology, sociology, and special education. Students who want to discuss the possibility of pursuing graduate studies in this program should see Henry Dizney or Richard Rankin.

Master of Arts or 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 four basic domains: (1) general psychology, (2) learning problems, (3) psychometrics, and (4) consultation.

Certain fundamental courses are required of everyone. However, flexible planning of each student's academic experiences is a part of the program. Emphasis is on the demonstration of competence in the four basic domains. A student's program is planned individually with an adviser after discussion of the student's background, experience, and 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 as both a change agent and 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, ultimately specializing in at least one of the four. An integral component of the Ph.D. work is the completion of a dissertation involving independent research.

Students who want to discuss the possibility of pursuing graduate studies in this program should see Sue McCullough.

Financial Aid

Financial assistance for graduate students is limited. In the past, however, most students needing assistance have found part-time positions in the University or in community agencies.

Some Graduate Teaching Fellowships (GTF's) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in educational psychology are given priority. Also considered is the 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 to help undergraduates make 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 the 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.

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. Personal Development is a current topic.

CPsy 409. Practicum. (G) Credit hours to be arranged. P/N only. Recent topics are Adlerian Psychotherapy, College Counseling, Community College Counseling, Counseling—DeBusk, Elementary School Guidance, Family Counseling (Parent/Child and Parent/Youth), Field Placement, Procedures in Family Counseling (Parent/Child and Parent/Youth), and Secondary School Guidance.

CPsy 410. Experimental Course. (G) Credit hours to be arranged. Recent topics are Counseling and Sexuality, Counseling Nonwhite American Minorities, Evaluation in Counseling, Exploring the Counseling Process, Introduction to Career Development, Introduction to Measurement and Assessment in Counseling, Patterns of Child Behavior, Patterns of Youth Behavior, Rational-Emotive Counseling, School Guidance Observation, and Values and Human Behavior.

CPsy 425. Final Supervised Field Experience. (G) Credit hours to be arranged. For students completing the final field experience for basic certification endorsement in school counseling. Prerequisite: instructor's consent.

CPsy 450. Introduction to Counseling. (G) 3 credit hours. Prepracticum exposure to counseling relationships; semistructured 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. 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 on the ideas of Alfred Adler and Rudolf Dreikurs. Lowe, Morse.

CPsy 485. Principles and Practices of Guidance Services. (G) 3 credit hours. General overview of the guidance function in a free society; principles and procedures attendant to guidance and counseling services in American schools. Rousseve.

CPsy 486. Counseling Procedures. (G) 3 credit hours. Strategies for accomplishing counseling purposes of choice, change, and confusion reduction. Demonstration and discussion of individual counseling. Schweitzer.

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. Semistructured seminar designed to facilitate development of group-leadership skills. 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.

CPsy 502. Supervised College Teaching. Credit hours to be arranged. P/N only.

CPsy 503. Thesis. Credit hours to be arranged. P/N only.

CPsy 505. Reading and Conference. Credit hours to be arranged.

CPsy 506. Special Problems. Credit hours to be arranged.

CPsy 507. Seminar. Credit hours to be arranged.

CPsy 508. Workshop. Credit hours to be arranged. P/N only. Adlerian Life Style Analysis is a recent topic.

CPsy 509. Practicum. Credit hours to be arranged. P/N only. Recent topics are Adlerian Psychotherapy, Child Psychotherapy, College Counseling, Community College Counseling, Counseling—DeBusk, Elementary School Guidance, Family Counseling (Parent/Child and Parent/Youth), Field Placement, Master's Internship, and Secondary School Guidance.

CPsy 510. Experimental Course. Credit hours to be arranged. Recent topics are Adlerian Theory, Advanced Research Methods in Counseling, Appraisal, The Assessment Interview, Career Development and Culture, Career Development in Mid-Life, Child Psychotherapy, Cognitive Processes in Counseling, Counseling Research Methods, Doctoral Proseminar, Ethical and Legal Issues in Counseling, Existential Themes in Counseling, Facilitating Personal Development, Gender Differences in Moral Thinking, Leisure Counseling, Projective Techniques, Psychodynamics of Counseling, Psychological Assessment, Psychology of Men, Research in Counseling, Supervision, Techniques in TA and Gestalt Counseling, Thesis Seminar, and Values in Counseling.

CPsy 526. Counseling Theories. 3 credit hours. Survey, evaluation, and integration of philosophical and theoretical assumptions that underlie counseling procedures. Moursund.

Courses Offered in Educational Psychology

Undergraduate Courses

EPsy 321. Human Development and Group Processes. 3 credit hours. Examination of human development processes from conception to early adulthood with special concern for their implications for teachers. Relevance of group processes to motivation, social values and perspectives, and teaching strategies. Lovell, Moursund, Schmuck.

EPsy 322. Learning and Assessment in Education. 3 credit hours. Applications of basic learning processes to program design, teaching procedures, and classroom management. Introduction of educational assessment procedures, including use of intelligence and achievement tests in schools, procedures for monitoring student progress, and procedures for evaluating teaching efforts. Becker, Dizney, Moursund.

EPsy 405. Reading and Conference. Credit hours to be arranged.

Upper-Division Courses Carrying Graduate Credit

EPsy 407. Seminar. (G) Credit hours to be arranged. Recent topics are Development in Biofeedback, Self-Control, and Behavior Modification; Educational and Psychological Tests and Cultural Minorities; Piaget in Psychology and Education; and Tests for Teachers.

EPsy 408. Workshop. (G) Credit hours to be arranged.

EPsy 409. Practicum. (G) Credit hours to be arranged. Recent topics are Field Work in School Psychology, Intelligence Testing I and II, Internship in School Psychology, Practicum in School Psychology—DeBusk, and Practicum in School Psychology—Educational Assessment.

EPsy 410. Experimental Course. (G) Credit hours to be arranged.

EPsy 424. Measurement in Education. (G) 3 credit hours. Use and interpretation of informal and standardized tests as supervisory and guidance instru-

ments 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. 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 these areas to 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 on 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. P/N only.

EPsy 502. Supervised College Teaching. Credit hours to be arranged. P/N only.

EPsy 503. Thesis. Credit hours to be arranged. P/N only.

EPsy 505. Reading and Conference. Credit hours to be arranged.

EPsy 507. Seminar. Credit hours to be arranged. Recent topics are Advanced Computer Methods in Educational Psychology; Educational Psychology; Group Processes in Education; Individual Differences in Learning; Instructional Consultation; Multivariate Methods in Educational Research; Nonparametric Techniques; School Psychology Linkage I, II, and III; Selected Topics in Measurement; and Thesis.

EPsy 508. Workshop. Credit hours to be arranged.

EPsy 509. Practicum. Credit hours to be arranged. Assessment of Emotionally Handicapped Children is a recent topic.

EPsy 510. Experimental Course. Credit hours to be arranged.

EPsy 515. Educational Statistics. 3 credit hours. Introduction to descriptive and inferential statistics, probability theory, t-tests, correlation, and common nonparametric tests. Freund, 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. Corequisite: 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. Introduction to use of computer programs for data analysis. Analysis of published research. Prerequisites: EPsy 515, 516 or equivalents. Freund, Kranzler.

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. Becker, Rankin.

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, 518, or instructor's consent. Rankin.

EPsy 521. Advanced Statistical Methods in Education I. 3 credit hours. Designed for advanced graduate students and those 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. Topics covered are 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. Prerequisites: EPsy 515, 516, 517, 518, or instructor's consent. Mittman.

EPsy 522. Advanced Statistical Methods in Education II. 3 credit hours. Study of designs that evolved from EPsy 521. Examples of several types of designs, with major emphasis on exercises and practice in selecting the appropriate design. Considerable attention to the assumptions and limitations of the different models. Prerequisite: EPsy 521 or instructor's consent. Mittman.

EPsy 525. Theory and Technique of Educational Measurement. 3 credit hours. Basic concepts of measurement are studied in detail, with emphasis on item sampling, classical test theory, validity, reliability, units and norms, and item statistics. Application of the topics in the educational context serves as the frame of reference. Prerequisites: EPsy 424, 521, and 522 or instructor's consent. Mittman.

EPsy 526. Final Supervised Field Experience. Credit hours to be arranged. Enrollment limited to students in school psychology program for basic certification endorsement. Prerequisite: instructor's consent.

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 instructor's consent. 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. Prerequisite: EPsy 529 or instructor's consent. 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 applications. Prerequisites: EPsy 529, 530 or instructor's consent. Moursund, Schmuck.

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. Use of behavioral change strategies and the delivery of these services via a consultation model. Students expected to conduct behavioral consultation with school personnel as part of the course requirements. Prerequisite: knowledge of the principles of behavior modification. McCullough.

EPsy 555. Consultation in Organizational Development. 4 credit hours. Examination and practical application of the theory and techniques of organizational development. 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. Investigation into the rationale underlying modern intelligence tests. Description of factorial and G factor models in order to build a conception of the nature of intelligence. Review of literature showing how tests in general contribute to psychoeducational theory. Attention to practical psychomotor problems. Prerequisite: instructor's consent. Rankin.

College of Human Development and Performance

104 Esslinger Hall
Telephone 686-4103
Celeste Ulrich, Dean
Norval J. Ritchey, Assistant Dean

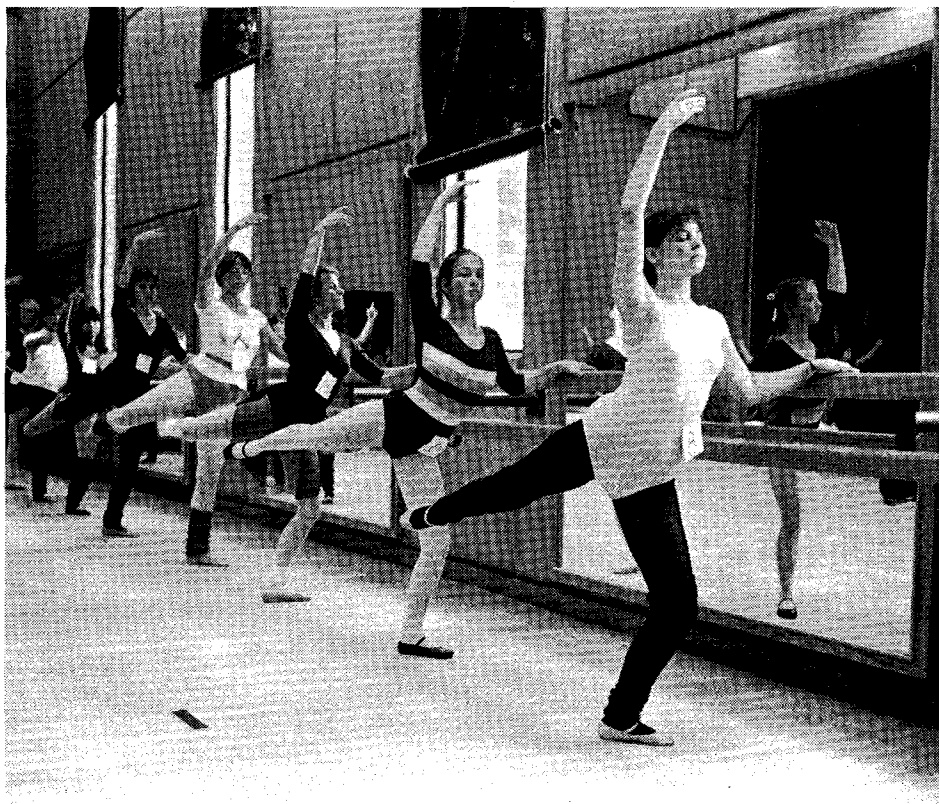
The College of Human Development and Performance is responsible for courses in health and physical education which meet the University's general education requirements; intramural sports for men and women as well as open recreation programs; and undergraduate and graduate professional study in dance, human services, leisure studies and services, physical education, and school and community health. 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, gerontologists, community recreation and playground directors; leaders in YMCA, YWCA, and other youth organizations; directors of restricted and corrective physical education; workers in the field of recreation therapy and physical therapy; college and university professors and researchers in growth and development, biomechanics, biometrics, human performance, athletics, park management, leisure studies, health education, physical education, recreation, 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 juniors consult their 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 or to concentrate on a single component of the college's offerings.

The College of Human Development and Performance offers several cross-discipline courses under the H Dev prefix. These courses may be used to satisfy requirements for majors in dance, human services, school and community health, gerontology, physical education, and leisure studies and services. The human development courses are listed in the catalog section of the departments offering them.



Dance

161 Gerlinger Annex
Telephone 686-3386
Caroline G. Shell, Department Head

Faculty

Kenneth Aldrich, M.A., Assistant Professor (Renaissance, baroque, folk, ballroom, production). 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.

M. Frances Dougherty, Ph.D., Professor Emerita (philosophy, aesthetics, history). B.A., 1935, M.A., 1940, Northern Colorado; Ph.D., 1959, New York.

Linda S. Hearn, M.A., Associate Professor Emerita (folk, ballroom, modern, composition, production, curriculum). B.S., 1962, M.A., 1965, Texas Woman's.

Bruno V. Madrid, M.Mus., Senior Instructor (accompaniment, basic rhythms, music for dance). B.Mus., 1955, Santo Tomas Conservatory of Music, Philippines; M.Mus., 1963, Oregon.

Joellen Meglin-Roan, M.F.A., Assistant Professor (modern and ballet technique, improvisation, composition, notation, body fundamentals, history, aesthetics). B.A., 1973, New York, Binghamton; M.F.A., 1977, New York.

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, Texas Woman's.

Susan Zadoff, Senior Instructor (classical ballet, pointe, ballet staging, 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 seats 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 (ASUO): 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 on-campus concerts 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 gain experience in performance, teaching, lighting, costuming, makeup, and management of productions or 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, an organization recognized and funded by the ASUO, 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 performance outlets are available. The Song and Dance Troupe, cosponsored 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 to general students for enjoyment and enrichment through the nonmajor dance program. Lower-division courses generally offer beginning or elementary instruction, upper-division courses, 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 376; a list of courses offered each term may be found in the current *Time Schedule of Classes*. All DS courses 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)
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)

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 (B.A.) or Bachelor of Science (B.S.) degrees provide theoretical and technical preparation in ballet, folk, and modern dance forms. Dance is explored as one of the humanities in the focus on a liberal arts education. 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.

Preparation. The serious study of dance is not limited to physical development. It should develop the whole person, including the intellectual and spiritual capacities of the individual. Students planning to specialize in dance should try to include in their high school preparation such related studies as music, drama, art, and dance. Additional studies in personal health and biology are strongly recommended.

Students transferring as dance majors following two years of college work elsewhere should have completed two terms of college biology with laboratory; such social science courses as anthropology, elementary aesthetics, and great religions; and two terms of college-level English composition.

Careers. Career opportunities in one or more specializations are growing rapidly, particularly for performers in regional dance companies and for teachers in universities, colleges, community colleges, community centers, and private studios. 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 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.

The dance option is a concentrated program which may be elected by students whose major is in another field. The 36-credit-hour program includes the study of dance as an art form, a social form, and a theater form. Required courses in the three core areas include 12 credit hours in technique, 8 in studio and theory, and 7 in lecture and theory; 9 additional credit hours elected in studio, lecture, and theory areas complete the 36 credit hours. Admission into the dance option is by approval of the department head. Additional information and course requirements are available through the Department of Dance. A minor program in dance is proposed for 1984-85.

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. Announcements of the spring and fall auditions are posted in the department office.

Admission

Students eligible for admission to the University are admitted to professional courses in dance on a departmental premajor basis. Entering freshmen 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 grade point average (GPA), should have met the University's English composition and health course requirements, and have completed a majority of the University's group requirements. The 2.75 GPA includes all graded hours plus Pass/No pass (P/N) courses for which a student received an N. Any deficiencies in lower-division professional courses must be met either by proficiency examination or by completion of these courses. Freshmen and transfer students must enroll in and pass Basic Rhythms (DP 152) or Fundamentals of Rhythm (DP 252) during fall and winter terms and Introduction to Dance (DP 251) fall term to become full majors and be eligible to continue in professional technique classes.

A student is reviewed for continuation as a full major in the dance program upon completion of the following requirements: passing with a grade of C or better the DP 152, 251, and 252 professional theory courses, and passing with a grade of B or better, ballet technique, modern technique laboratory, and international folk dance (all DP 192). If, after auditions, a student is placed above the DP 192 level of technique in any of these idioms, that particular requirement is waived.

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. Students must have an adviser's signature to enroll in professional dance courses.

Baccalaureate Degree

Candidates for the baccalaureate degree with a major in dance must satisfy all general University requirements, elect appropriate courses in related areas, and complete the professional course requirements of the Department of Dance.

University requirements are English composition (two courses), 3 credit hours each, and Personal Health (HES 250) or an alternative health course, 3 credit hours. University group requirements for professional students are twelve courses of at least 3 credit hours each in arts and letters, social sciences, and sciences. 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 University cluster requirements.

Requirements for the B.A. or B.S. 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 of college mathematics or proficiency as listed on page 22 of this catalog.

Department Requirements. Department of Dance requirements are 35 credit hours in lower-division courses as follows:

DP 152 Basic Rhythms, 2 credit hours;
DP 153 Improvisation, 2 credit hours;
DP 154 Ballet Vocabulary, 2 credit hours;
DP 251 Introduction to Dance, 3 credit hours;
DP 252 Fundamentals of Rhythm, 3 credit hours;
DP 253 Movement Notation, 3 credit hours;
DP 254 Intermediate Movement Notation, 3 credit hours;
DP 255 Dance Production, 3 credit hours;
DP 292 Modern Dance Lab, 6 credit hours;
DP 292 Ballet Lab, 4 credit hours;
DP 192 Folk Dance Lab, 2 credit hours;
DP 292 Folk Dance Lab, 2 credit hours.

Departmental requirements of upper-division courses are 41-44 credit hours as follows:

DP 351 Dance Composition I, 3 credit hours;
DP 352 Dance Composition II, 3 credit hours;
DP 353 Dance Accompaniment, 3 credit hours;
DP 358 Music for Dancers, 3 credit hours;
DP 392 or DP 354, 355, 356 Dance Lab; 3 terms in modern, ballet, or historical dance, 6-9 credit hours;
DP 407(G) Dance Films Seminar; 3 terms as listed below with Dance Cultures of the World, Ballet from the Courts to Balanchine, and Evolution of Modern Dance, 1 credit hour each;
DP 408 Production Workshop, 1 credit hour;
DP 409 Practicum Choreography, or
DP 455 Dance Composition: Group Forms, 3 credit hours;
DP 452(G) Dance Cultures of the World (plus Film Seminar), 3 credit hours;
DP 453(G) Ballet from the Courts to Balanchine (plus Film Seminar), 3 credit hours;
DP 454(G) Evolution of Modern Dance (plus Film Seminar), 3 credit hours;
DP 491(G) Teaching Dance, 3 credit hours;
DP 492 Dance Apprenticeship, 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.

Courses in dance offered to meet the major or option requirement must have been graded A, B, C, or P. A grade of D in any course (dance or other) which is required for the dance major does not constitute a passing grade. The P/N option should be exercised sparingly by students who plan to pursue a graduate degree in dance.

Sample Program

The sample program below provides an idea of a typical course load during the first two years of study. Individual programs may vary according to each student's placement scores, audition results, interest, and course work load capacity.

Freshman Year, fall term 17-18 credit hours

Rhythms (DP 152) 2
Vocabulary (DP 154) 2
Modern technique (DP 192) 2
Ballet technique (DP 192) 2
Introduction to Dance (DP 251) 3
Group requirement 3
Foreign language (for B.A.) or social science or science (for B.S.) 3-4

Winter term 18-19 credit hours

Rhythms (DP 252) 3
Modern technique (DP 192) 2
Ballet technique (DP 192) 2
Folk dance (DP 192) 2
Foreign language or social science or science 3-4
English Composition (Wr 121) 3
Personal Health (HES 250) 3

Spring term 16-18 credit hours

Modern technique (DP 192) 2
Ballet technique (DP 192) 2
Group requirement 3
Foreign language or social science or science 3-4
Improvisation (DP 153) 2
Arts and Letters elective 3
Dance elective 1-2

Sophomore Year, fall term 18-19 credit hours

Modern technique (DP 292) 2
Ballet technique (DP 292) 2
Folk dance (DP 292) 2
Production (DP 255) 3
Group requirement 3-4
Dance elective 2
Foreign language (for B.A.) 4

Winter term 17-19 credit hours

Modern technique (DP 292) 2
Ballet technique (DP 292) 2
Production (DP 408) 1
Group requirement 3-4
Notation (DP 253) 3
Foreign language (for B.A.) or social science or science (for B.S.) 3-4
Acting I (TA 250) 3

Spring term 16-19 credit hours

Modern technique (DP 292) 2
Ballet technique (DP 292) 2
Group requirements (two courses) 6-8
Notation (DP 254) 3
Foreign language or social science or science 3-4

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 (M.S.) and Master of Arts (M.A.) degrees in dance are offered at the University. Candidates generally complete a master's degree program in two years.

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 2.75 cumulative undergraduate GPA. In addition, all applicants must submit three letters of recommendation, an up-to-date vita, and evidence of a score of at least 35 on the Miller Analogies Test or 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 undergraduate preparation in dance theory and technique is a prerequisite for admittance to graduate programs in dance. See Master's Degrees below for specific undergraduate prerequisite areas.

Graduate Awards. A limited number of graduate teaching fellowships (GTF's) are available. Applicants must 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 graduate credit hours must be completed for the master's degree. A minimum of 30 credit hours must be earned in residence after admittance to the graduate program. A student seeking the M.A. degree must pass a proficiency examination in one foreign language, with competence equivalent to two years of college-level study.

Master's degree candidates who have not completed the following undergraduate courses or their equivalents prior to graduate study are admitted as postbaccalaureate students until these are completed:

DP 152 Basic Rhythms;
DP 252 Fundamentals of Rhythm;
DP 253 Movement Notation;
DP 255 Dance Production;

DP 352 Dance Composition II;
 DP 353 Dance Accompaniment;
 DP 358 Music for Dancers.

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 transfer credit 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 credit hours). A minimum of 36 credit hours must be selected from the following dance courses:

DP 452(G), 453(G), 454(G) Dance History, 3 credit hours per term;
 DP 407(G) Seminar: Dance Films, 1 credit hour per term;
 DP 455(G) Dance Composition: Group Forms, 3 credit hours;
 DP 491(G) Teaching Dance, 3 credit hours;
 DP 493(G) Administration of Dance in Education, 3 credit hours [required core course];
 DP 501 Research, 3 credit hours;
 DP 502 Supervised College Teaching, credit hours to be arranged;
 DP 505 Reading and Conference, 3 credit hours;
 DP 506 Special Problems, credit hours to be arranged;
 DP 507 Seminar: Research in Dance, 3 credit hours [required core course];
 DP 507 Seminar: Selected Topics; topics, credit hours to be arranged as interest and faculty assignments permit;
 DP 508 Workshop, credit hours to be arranged; at least 3 terms in one dance idiom are required;
 DP 509 Practicum, credit hours to be arranged;
 DP 593 Dance Aesthetics, 3 credit hours [required core course].

6 credit hours of Reading and Conference 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 at least three persons representing the fields of study relating to the program and thesis topic. Graduate School requirements are to be followed in the preparation and defense of the thesis. The final oral examination 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 written and oral examinations are required. The written examination is prepared and read by a committee representing the fields included in the student's program of study. The decision to pass or fail a candidate is made by this committee based on the results of the written and oral examinations.

Courses Offered

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. Descutner, Madrid.

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. Meglin-Roan.

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. Berkey, Zadoff.

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. Current topics are Body Fundamentals; Cultural Backgrounds of Folk Dance, Music, and Art; and Elementary Modern Repertory.

DP 200. SEARCH. 1-3 credit hours.

DP 251. Introduction to Dance. 3 credit hours. 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. Descutner, Madrid. Offered fall term only.

DP 252. Fundamentals of Rhythm. 3 credit hours. Study of rhythmic and metric principles in dance. Identification of dance forms through their rhythmic structures. Prerequisite: DP 152. Madrid.

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: DP 152 or instructor's consent. Descutner, Meglin-Roan.

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. Descutner.

DP 255. Dance Production. 3 credit hours. Production problems of staging, lighting, and costuming for the dance concert. Offered fall term with a P/N Production Workshop Laboratory (DP 408, 1-2 credit hours) required for winter or spring term; each credit of DP 408 represents a minimum of 30 class hours of practical application. Aldrich.

DP 292. Dance Laboratory. 2 credit hours. For professional students. Intermediate dance technique in folk, ballet, pointe, modern dance, jazz, and tap. Prerequisites: DP 192 or equivalent; audition prior to registration.

DP 351. Dance Composition I. 3 credit hours.

Introduction to self-composed dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prerequisites: DP 153, 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. Descutner.

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; DP 491(G) must be taken concurrently. Madrid.

DP 354, 355, 356. Theoretical Foundations of Modern Dance. 3 credit hours each term.

Comparative study of modern dance, including analysis of theoretical framework, stylistic emphasis, and aesthetic significance of that style in technique and in composed works. Prerequisites: 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. Prerequisites: previous dance experience and instructor's consent. Zadoff. Open to nonmajors. Offered 1983-84 and alternate years.

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, and rhythmic structure to choreographic form and style. Prerequisite: DP 252 or instructor's consent; must be taken concurrently with DP 351. Madrid.

DP 359. Renaissance Dance. 2 credit hours.

Studio-theory class in dance styles of the late 15th through early 17th centuries; of interest to musicians, actors, and historians; outside readings. Prerequisites: DS 172, Ballet I, or instructor's consent. Open to nonmajors. Offered alternate years; not offered 1983-84. Aldrich.

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 400. SEARCH. 1-3 credit hours.

DP 403. Thesis. Credit hours to be arranged.

DP 405. Reading and Conference. Credit hours to be arranged.

DP 457. Baroque Dance. 2 credit hours. A studio-theory class in dance styles of the 17th through 18th centuries; of interest to musicians, actors, and historians. Prerequisite: DS 172, Ballet I, or instructor's consent. Aldrich. Open to nonmajors. Offered alternate years; not offered 1983-84.

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 406. Special Problems. (G) Topics and credit hours may be arranged as interest warrants and faculty assignments permit.

DP 407. Seminar. (G) Credit hours to be arranged. Recent topics are Classical Dances of the Orient, Dance Films, Dance in Literature and the Arts, and Native American Dance Cultures.

DP 408. Workshop. (G) 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 409. Practicum. (G) Credit hours to be arranged.

DP 410. Experimental Course. (G) Credit hours to be arranged.

DP 452. Dance Cultures of the World. (G) 3 credit hours. Survey of the function of dance in culture: how

form, structure, and expressive content are derived from and related to world view. Includes selected tribal cultures in Africa and North America and dance forms of India, Bali, China, and Japan. Prerequisites: R 201, Anth 108. A P/N 1-credit-hour film seminar, DP 407 (G), must be taken concurrently. Descutner. Open to nonmajors.

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 P/N 1-credit-hour film seminar, DP 407(G), must be taken concurrently. Berkey. Open to nonmajors.

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 P/N 1-credit-hour film seminar, DP 407(G) must be taken concurrently. Shell. Open to nonmajors.

DP 455. Group Choreography. (G) 3 credit hours. Examination of the problems and special considerations required by group choreography; introduction to the communication of personally created movement to other dancers. Includes two class meetings and one two-hour laboratory per week with all departmental studio space reserved for rehearsals. Prerequisite: DP 352 or instructor's consent. Descutner, Meglin-Roan.

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. Zadoff. Offered alternate years; not offered 1983-84.

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. Prerequisites: junior standing and DP 292. Berkey, Descutner.

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 491(G) or instructor's consent. Shell. Offered 1983-84 and alternate years.

Graduate Courses

DP 501. Research. Credit hours to be arranged. P/N only.

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 dance. Limited by faculty workload and availability.

DP 507. Seminar. Credit hours to be arranged. Research in Dance is a current topic.

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 510. Experimental Course. 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. Shell.

Gerontology

1607 Agate Street
Telephone 686-4207

Jeanne E. Bader, Director

Faculty

Jeanne E. Bader, Ph.D., Assistant Professor (environmental design, public policy, attitudes toward aging). B.A., 1965, Delaware; M.A., 1967, Vermont; Ph.D., 1979, California, San Francisco.

Christopher R. Bolton, Ph.D., Associate Professor (academic gerontology, older learners, counseling the aged). B.M.E., 1966, Drake; M.A., 1968, Northern Iowa; Ph.D., 1974, Oklahoma.

Delpha Camp, M.S., Courtesy Assistant Professor; Director, The Widowed and Family Grief Counseling Program. B.A., 1959, Gonzaga; M.S., 1977, Oregon.

John Ewing, M.S., Courtesy Assistant Professor. B.A., 1953, George Peabody; M.Div., 1956, McCormick Theological Seminary; M.S., 1972, Oregon.

Starluis Showalter, M.A., Courtesy Assistant Professor; Counselor, The Widowed and Family Grief Counseling Program. B.S., 1953, M.A., 1960, Southern California.

Participating Faculty

Joan Acker, Ph.D., Associate Professor of Sociology (women, stratification, social welfare organizations).

C. Ross Anthony, Ph.D., Assistant Professor of Economics (economic development, health economics).

Jan Broekhoff, Ph.D., Professor of Physical Education (research, growth and development, statistics).

Carl Carmichael, Ph.D., Associate Professor of Speech (communication theory).

Ned Christensen, Ph.D., Professor of Special Education and Rehabilitation (speech pathology and audiology).

Lorraine Davis, Ph.D., Associate Professor of School and Community Health (evaluation, statistics).

Jerry Finrow, M.Arch., Associate Professor of Architecture (design, pattern language, computer application, media).

Helen Gernon, Ph.D., Assistant Professor of Accounting.

Robert Hackman, Ph.D., Assistant Professor of School and Community Health (nutrition).

Kathleen Halberg, Ph.D., Assistant Professor of Recreation and Park Management (therapeutic recreation, gerontology).

Harold Hawkins, Ph.D., Adjunct Professor of Psychology.

Joni Hersch, Ph.D., Assistant Professor of Economics (labor economics, econometrics).

Judy Hibbard, D.P.H., Assistant Professor of School and Community Health (social epidemiology, public health, women's health).

Larry Horyna, M.A., Assistant Professor of Teacher Education (community education).

Robert Kime, Ph.D., Professor of School and Community Health (sex education, consumer health).

William Kleinsasser, M.F.A., Professor of Architecture (place-structuring, historic places, place-development and enrichment).

Peter Lewinsohn, Ph.D., Professor of Psychology (clinical, depression, neuropsychology).

Larry Neal, D.Ed., Associate Professor of Leisure Studies and Services (administration, supervision).

Warren Smith, Ed.D., Professor of School and Community Health (world health safety).

Linda Teri, Ph.D., Research Associate in Psychology.

Norman Sundberg, Ph.D., Professor of Psychology (community, clinical, cross-cultural, personality assessment).

Saul Toobert, Ph.D., Associate Professor of Counseling (group and individual counseling).

Marjorie Woollacott, Ph.D., Associate Professor of Physical Education and Human Movement Studies (motor performance and control).

Edna Wooten-Kolan, Ph.D., Professor of Physical Education and Human Movement Studies (anatomy).

Adjunct Faculty

James Lynch, Ph.D., Consultant in Retirement Planning.

Daro Quiring, M.S., Manager, Aging and Human Services Division, Lane Council of Governments.

Executive Committee

Joan Acker, Sociology.
Carl Carmichael, Speech.
Henry Dizney, Educational Psychology.
Robert Hackman, School and Community Health.
Kathleen Halberg, Leisure Studies and Services.
Peter Lewinsohn, Psychology.
Larry Neal, Leisure Studies and Services.
Warren Smith, School and Community Health.
Norman Sundberg, Psychology.
Clarence Thurber, International Studies.
Marjorie Woollacott, Physical Education and Human Movement Studies.

The study of aging prepares graduates for careers in aging, for responsible citizenship, and for personal growth and understanding. The University of Oregon Center for Gerontology offers multiple undergraduate and graduate options in instruction, research, and service. The gerontology curriculum is professionally oriented and University-wide in participation. Gerontology courses are offered throughout the year, including summer session. A Certificate in Gerontology at either the undergraduate or graduate levels may be earned by enrolling for two consecutive summer sessions. Gerontology summer session brochures become available during the preceding fall term.

Students interested in exercise, fitness, and health programming for elders should participate in the 1984 summer session, whose focal point will be the international Olympic Scientific Congress, to be held in Eugene, July 19-26. The congress will feature a theme on aging issues and programming. In addition, at least four congress-related courses will be offered during summer session 1984.

Gerontology students have diverse academic backgrounds, including psychology, sociology, public affairs, speech and communications, health education, biology, architecture and landscape architecture, physical education, leisure studies, law, and public administration. Students vary in age from 18 to 80. Many have previous professional work experience and some are embarking on second or third careers. Some are prepared to provide direct services; some to develop and implement policies regarding care and service to the aged; some to design, administer, or evaluate programs; and some to research aging from any one of several perspectives.

Persons age 65 or older may audit gerontology—and all other—courses at the University free of charge on a space-available basis.

Community Education Program

All courses in the gerontology curriculum are available for credit through the University's Community Education Program. This program is designed for part-time students not seeking degrees. Community education (nonmatriculated) students interested in gerontology may call 686-4207 for information regarding courses and 686-5614 for information regarding the community education option.

Careers. Career opportunities in the field of aging exist in local, state, and national government; service agencies; professional organizations; colleges and universities; and the private

sector. Specialists on aging work in residential environments designed for elders, recreation facilities, health care settings, art centers, consulting firms, public agencies, non-governmental organizations, businesses, and education and research centers. Job opportunities in virtually every discipline are enhanced by specialization in gerontology.

With a baccalaureate degree, the gerontology major is qualified for most positions involving direct-service delivery with the elderly, for entry-level technical positions, and for supervised research. The owner of a master's degree in gerontology is usually qualified for midlevel supervisory or administrative positions, teaching in public and vocational schools or community colleges, planning and program development positions, and advanced research assignments.

Undergraduate Studies

Options available to undergraduates who want to study gerontology include (1) a B.A. or B.S. degree in gerontology (with the possibility of a double major); (2) a second baccalaureate degree in gerontology; (3) an Honors College B.A. or B.S. degree with gerontology as an area of study; (4) a Certificate in Gerontology at the undergraduate level; and (5) a minor in gerontology (beginning fall 1984). Faculty and peer advisers in gerontology are available to discuss these options with potential students.

Baccalaureate Degree

Prospective gerontology majors can be admitted to the baccalaureate degree program after successful completion of lower-division University group requirements, 90 credit hours of college or university work with a 2.75 cumulative grade point average (GPA), and at least one full term of work at the University of Oregon. On satisfying these requirements, students may apply for admission to the major program by completing an Application for Change of Undergraduate Status form, available in the Office of the Registrar.

University group requirements vary for students who elect to pursue a double major, depending in part upon the department of the second major. For instance, if a student's second major is in the College of Arts and Sciences, the student must satisfy all requirements for the baccalaureate degree in that college as well as those for the College of Human Development and Performance.

Center for Gerontology requirements for the B.A. or B.S. include a minimum of 45 credit hours in gerontology or courses designated by the center as acceptable for that purpose. Gerontology courses—except those available Pass/No pass only—must be taken for grades of C or better.

All gerontology majors must complete the following core courses, 3 credit hours each unless stated otherwise:

Perspectives in Aging (Gero 380), prerequisite to all other core courses;
Practicum: Human Aging (Gero 409), 15 credit hours;
Experimental Course: Principles and Practices of Services for the Aging (Gero 410);
Experimental Course: Psychological Processes in Aging (H Dev 410);

Pre-Practicum Theory/Practice Integration Seminar (Gero 411), 1 credit hour;
Concurrent Theory/Practice Integration Seminar (Gero 412), 1 credit hour;
Evaluation Procedures in Health (HEP 431);
Health Aspects of Aging (H Dev 471);
Sociological Aspects of Aging (Gero 483).

A minimum of 10 elective credit hours must also be selected from a center-approved list of University courses. No course applied toward the major in gerontology may simultaneously be applied toward a major in another discipline.

Second Baccalaureate Degree

Students who hold a baccalaureate degree from an accredited institution may earn a B.A. or B.S. degree in gerontology at the University. If the initial degree was awarded by the University, the student needs to complete 36 credit hours in gerontology in residence, of which 18 must be passed with grades of C or better. Unless equivalents of the required core courses listed above have already been taken, students pursuing this option are expected to take these core courses. Students who received their initial baccalaureate degrees at another institution must complete at least 45 credit hours in residence, including the 35 credit hours of core courses required for the baccalaureate degree.

Honors College Degree

The Robert Donald Clark Honors College is an attractive alternative to students who want to earn a baccalaureate degree apart from established departmental programs. This option, due to its emphasis on lifelong inquiry and personal growth, speaks to the needs, desires, and characteristics of the self-directed student. Details may be obtained from the Honors College.

Certificate in Gerontology

The undergraduate certificate is available to matriculated UO students. Non-gerontology majors may want to complete the requirements for the Certificate in Gerontology at the undergraduate level. It is available only upon or following award of the baccalaureate degree. Students seeking the Certificate in Gerontology must declare that intention by making application for admission to the Center for Gerontology. Each student should seek the advice of a gerontology peer adviser early in his or her programming.

The Certificate in Gerontology at the undergraduate level may be earned on the successful completion of a 24-credit-hour program to be pre-arranged with a gerontology faculty adviser. The following 18-credit-hour core is required:

Perspectives in Aging (Gero 380),
Experimental Course: Principles and Practices of Services for the Aging (Gero 410),
Experimental Course: Psychological Processes in Aging (H Dev 410),
Evaluation Procedures in Health (HEP 431),
Health Aspects of Aging (H Dev 471),
Sociological Aspects of Aging (Gero 483).

In addition, the student must complete 6 credit hours in gerontology electives, chosen with the approval of his or her assigned faculty adviser. The 6 elective credit hours should constitute a miniconcentration in gerontology, e.g., recreation and aging; media and aging; services

planning, administration, and evaluation; or research. All gerontology course work must be completed with grades of C or better; 18 credit hours must be graded. A maximum of 9 credit hours may be transferred by petition from other academic institutions. All work toward the undergraduate certificate must be completed in four years.

Proposed Minor

A proposed minor in gerontology will become available fall 1984.

Graduate Studies

Students who have a baccalaureate degree from an accredited college or university and want to do graduate work in gerontology have three options: (1) Certificate in Gerontology at the graduate level, (2) interdisciplinary master's degree program, (3) supporting area in gerontology in addition to a master's or doctoral degree program in another academic discipline.

Certificate in Gerontology

For the graduate Certificate in Gerontology, the following courses are prerequisites: Perspectives in Aging (Gero 380), Experimental Course: Psychological Processes in Aging (H Dev 410), and Sociological Aspects of Aging (Gero 483). These must be taken for credit, may be taken Pass/No pass, and may not be counted toward the graduate certificate. No more than 9 credit hours may be transferred (by petition to the gerontology faculty) from another institution of higher education.

Students seeking the graduate Certificate in Gerontology should apply for admission to the gerontology program as early as possible, must be enrolled at the University, and may be working toward a master's or doctoral degree.

In addition to the required 9 credit hours of prerequisite course work, a graduate Certificate in Gerontology requires 24 credit hours of approved course work, to be prearranged with a gerontology faculty adviser. 18 credit hours must be selected from the following courses:

Experimental Course: Diagnosis and Intervention in Clinical Gerontology (Gero 410);
Experimental Course: Principles and Practices of Services for the Aging (Gero 410);
Health Aspects of Aging (H Dev 471);
Philosophical Aspects of Aging (Gero 486);
any one of the three 500-level courses offered as part of the graduate concentration in adult development and aging by the Department of Physical Education and Human Movement Studies;
Research (Gero 501), up to 6 credit hours of supervised, aging-related research;
Practicum: Human Aging (Gero 509), 4 credit hours, preceded by Pre-Practicum Theory/Practice Integration Seminar (Gero 504), 1 credit hour, and accompanied by Concurrent Theory/Practice Integration Seminar, 1 credit hour;
Experimental Course: Public Policy Issues and Aging (Gero 510);
Personality and Aging (Gero 580).

The remaining 6 elective credit hours may be selected from 400(g)-level courses listed in the center-approved Curriculum Document and/or summer session brochure.

Graduate students in gerontology must maintain a 3.00 GPA, take at least 18 graded credit hours in gerontology, and earn grades of B or better in all courses required for the certificate.

Interdisciplinary Master's Degree

The interdisciplinary master's degree program is individualized for students whose educational goals cannot be met by existing programs. The Interdisciplinary Study: Individualized Program (ISt:IP) normally consists of 15 or more credit hours of study in each of three University academic units. Of the three areas included in the ISt:IP program, no more than two may be from the same college or school. An additional 9 credit hours are required for the completion of the graduate project. In order for gerontology to be one of the three areas of study under the ISt:IP option, students may select either of the following: (1) earn the graduate Certificate in Gerontology (24 credit hours plus 9 credit hours of prerequisites); or (2) take 15 credit hours of gerontology course work and comprehensive examinations. Perspectives in Aging (Gero 380) is the only prerequisite.

Students interested in the ISt:IP options should contact the Graduate School for application forms and further information. They should then apply for admission to the director of the Center for Gerontology. At that time, they should choose between options (1) and (2) above.

Students must maintain a 3.00 GPA.

Gerontology as a Supporting Area

Students pursuing a master's or doctoral degree in another academic unit may choose gerontology as a supporting area. Such students are required to take at least 18 credit hours in gerontology. Perspectives in Aging (Gero 380) is the only required prerequisite and must be completed with a grade of B or better.

Master's or doctoral degree students interested in declaring a supporting area in gerontology should apply for admission to the director of the center as early as possible. The student's major adviser must sign the student's application and curriculum plan in gerontology.

Students must choose 12 credit hours from core courses for the graduate certificate. The remaining hours are to be chosen at the 400(g) level or above from the UO Center for Gerontology Curriculum Document or summer session brochure. Students working toward a supporting area in gerontology may receive a Certificate in Gerontology at the graduate level by following the guidelines provided above for the certificate.

Doctoral students with a supporting area in gerontology must take written comprehensive examinations in gerontology. These examinations are written (closed book, monitored) and offered during the regularly scheduled examination periods for the College of Human Development and Performance. Comprehensive examinations in gerontology consist of two to three questions submitted by the gerontology faculty and one based on questions submitted by the student.

Related Concentrations

The Department of Physical Education and Human Movement Studies offers a graduate-level concentration in adult development and aging. Inquiries may be directed to the department in 186 Esslinger Hall. The psychology

department offers a program for graduate students in geropsychology (clinical aspects of aging). Further information may be obtained by writing Peter Lewinsohn, Department of Psychology, University of Oregon, Eugene, Oregon 97403.

Courses Offered

Undergraduate Courses

Gero 380. Perspectives in Aging. 3 credit hours. Survey of theories of aging, health and physiological aspects of aging, psychological and psychiatric aspects, family and sex roles of the aged, environmental design issues, leisure and recreation possibilities, political and economic approaches, death, and other topics. Bolton and others. Note: With rare exception, Gero 380 should be taken before enrolling for any further course work in gerontology.

Gero 382. 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 retired persons both in and out of class to underscore and provide realism to the classroom experience. Not offered 1983-84.

Gero 401. Research. Credit hours to be arranged.

Gero 403. Thesis. Credit hours to be arranged.

Gero 405. Reading and Conference. Credit hours to be arranged.

Gero 406. Special Problems. Credit hours to be arranged.

Gero 409. Practicum. Credit hours to be arranged. Bolton.

Gero 411. Pre-Practicum Theory/Practice Integration Seminar. 1 credit hour. Prepares the undergraduate student for placement in the community by basic skills development. Prerequisite to Gero 409.

Gero 412. Concurrent Theory/Practice Integration Seminar. 1 credit hour. Problem solving, budgeting, and planning. To be taken concurrently with Gero 409.

Upper-Division Courses

Carrying Graduate Credit

Gero 407. Seminar. (g) Credit hours to be arranged.

Gero 408. Workshop. (g) Credit hours to be arranged.

Gero 410. Experimental Course. (g) Credit hours to be arranged. Current topics include Cross-Cultural Aspects of Aging, Diagnosis and Intervention in Clinical Gerontology, Principles and Practices of Services for the Aging, and Psychological Processes in Aging.

H Dev 410. Experimental Course. (G) Credit hours to be arranged.

H Dev 467. Social Dimensions of Leisure and Retirement. (G) 3 credit hours. 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; implications of research on aging. 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. Bolton.

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. Not offered 1983-84.

Gero 485. Problems in Death Education. (g) 3 credit hours. Inquiry into various issues in dying, death, and bereavement; existing research, pertinent theory, relevant social organization and processes, and philosophical and ethical questions. Camp.

Gero 486. Philosophical Aspects of Aging. (g) 3 credit hours. Exploration and evaluation of various philosophies of aging designed to provide insights concerning Western culture biases about aging and old people. Not offered 1983-84.

Gero 487. Library Resources in Gerontology. (g) 3 credit hours. Working knowledge of reference materials available in this field. Literature-searching methods for use in term papers and theses; includes extensive work with the social science and science indexes and classifications. Not offered 1983-84.

Gero 488. Midlife Transitions. (g) 3 credit hours. Major life transitions common to middle-aged and older 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 instructor's consent. Bolton.

Gero 490. Evaluation of Programs for the Elderly. (g) 3 credit hours. Introductory comparison of program evaluation and research methods; elementary nonstatistical techniques of program evaluation; models of decision making based on program evaluation results. Prerequisite: Gero 380. Not offered 1983-84. Recommended alternative: Evaluation Procedures in Health (HEP 431).

Graduate Courses

Gero 501. Research. Credit hours to be arranged. P/N only.

Gero 502. Supervised College Teaching. Credit hours to be arranged.

Gero 504. Pre-Practicum Theory/Practice Integration Seminar. 1 credit hour. Prepares the graduate student for placement in the community by basic skills development. Prerequisite to Gero 509.

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. Public Policy Issues and Aging is a current topic.

Gero 512. Concurrent Theory/Practice Integration Seminar. 1 credit hour. Problem solving, budgeting, and planning. To be taken concurrently with Gero 509.

Gero 580. Personality and Aging. 3 credit hours. Personality theories of normal and pathological aging: developmental, psychoanalytic, behavioristic, and social psychological. Not offered 1983-84.

Gero 581. Confrontations of Death. 3 credit hours. An experiential study that examines feelings and attitudes toward the death of others and of one's self. The final sessions include a weekend group experience under the guidance of human relations trainers. Prerequisites: senior or graduate standing and instructor's consent. Ewing. P/N only.

Human Services

115 Hendricks Hall
Telephone 686-3803
Sally Fullerton, Department Head

Faculty

Robert Coiner, Ed.D., 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., 1956, Oregon State; M.A., 1960, Cornell; Ph.D., 1970, Oregon.

Duncan Lindsey, Ph.D., Associate Professor (research methodology and data analysis, children and youth services, sociology of science). B.A., 1969, California, Santa Cruz; M.A., 1971, Antioch; Ph.D., 1973, Northwestern. On leave 1983-84.

Myra Miller, S.W. Diploma, Associate Professor Emerita (field instruction). B.A., 1937, Washington; Diploma, 1939, New York School of Social Work.

Anita Runyan, Ph.D., Associate Professor (preventive mental health, human services delivery, field instruction); Director, University and Community Action. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon.

Kenneth Viegas, M.S.W., Associate Professor (administration of justice, social work); Director, Master's Program in Corrections. B.S., 1956, Oregon; M.S.W., 1963, California, Berkeley.

The 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, then are assisted by human services faculty to integrate and apply this multidisciplinary 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.

Undergraduate Studies

The undergraduate program in human services is designed to (1) prepare students for entry-level professional positions in various human service organizations, particularly in the fields of corrections, mental health, and 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 (B.S.) and the Bachelor of Arts (B.A.) with a major in human services. Students who were admitted to the Wallace School of Community Service and Public Affairs may complete a CSPA major until June 1985.

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.

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.

Preparation. Professional education in human services is based on a strong liberal arts background that has both breadth and depth. Social and individual problems are too complex to be successfully addressed within a single discipline.

High school students planning for a career in human services should develop written and oral communication skills and conceptual skills. They should also obtain volunteer experience in a human service agency if possible. Conceptual skills are developed through courses that require 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 develop further their communication and conceptual skills and to acquire a broad liberal arts foundation. Completion of all University general requirements is encouraged during this period. Courses in the following areas are required for human services majors: general psychology, developmental psychology, general sociology, economics, American government, interpersonal and group communications, and introductory social science research.

Students are also encouraged to acquire more field experience during their freshman or sophomore year. An excellent means of doing this at the University is to enroll in an ESCAPE community services placement, in which the student may earn up to 9 credit hours a term for supervised work in a community-service agency. Students taking ESCAPE field placements are also expected to enroll in an introductory 1-credit-hour seminar on the integration of theory and field experience. Most community colleges also offer supervised field experience in human services programs.

Careers. Professional roles for which human services 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, and health-related social services.

The field of human services is continually changing, partly as a result of priorities and allocations of the various funding sources, and partly because of the increasing body of knowledge about human needs and the various ways these might be met. The human services program attempts to anticipate these changes and to prepare students for emerging as well as existing roles.

At the present time, most human service work takes place 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 and Advising

Prior to formal admission to the program, students may declare themselves prehuman services majors. This status gives students beginning program identification, preliminary advising, and help in applying for the degree program.

Students who have successfully completed at least 40 credit hours of course work may apply to the program. Application materials are available in the human services department office. Criteria for selection include academic background preparation, grades, evidence of communication skills, and appropriateness of career goals and life experiences. Admission selections are conducted twice a year—in the fall and the spring. Application deadlines are October 15 and February 15.

The Department of Human Services enjoys a diverse student population in terms of age, sex, racial and national background, and other characteristics. The program has a strong commitment to provide equal educational opportunities to all.

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 the interests and expertise of the faculty member. Advising plays a key function in an interdisciplinary program. Since students take courses from many different departments and professional schools at the University, they usually need assistance in integrating and applying what they learn to their own career interests.

Requirements

All students previously admitted to the CSPA or human services program may earn a baccalaureate degree by completing the requirements which were in effect at the time of their admission. Or, if they prefer, they may change entirely to any new set of program requirements which might be developed. Over the years, requirements have changed from time to time, based on new knowledge of the human service field.

Current requirements for majors in human services are as follows:

- (1) Foundation Courses
 - General Psychology
 - General Sociology
 - Introductory Economics
 - U.S. Government
 - Human Development

Interpersonal Communication
Group Dynamics

(2) Core Content Areas

Introduction to Human Services
Human Service Delivery Methods
Applied Research and Evaluation
Human Service Policies and Programs
University and Community Action (UCA)
Program:

Preservice Workshop
Individual and Small-Group Interventions
System Interventions
Community Interventions
Supervised Field Studies

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 Department of Human Services office.

(3) 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 15 credit hours of appropriate courses beyond the core. These courses may be taken in other departments as well as in human services. The concentration areas include Children, Youth, and Families; Juvenile and Criminal Justice; and Mental Health.

Special Programs

University and Community Action Program.

The University and Community Action program (UCA) is the primary mode for human services 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 nearly 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. Seminar topics are individual and small-group interventions, system 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 Anita Runyan, director, or visit the UCA office.

Workshops. The human services department has continued to offer a series of workshops for students and practitioners. The continuing

justice series has examined such topics as drug identification, stress management for justice personnel, the law and social work, white-collar crime, women and crime, and incest treatment.

Graduate Studies

The interdisciplinary master's program in corrections is also a professional degree program, which is directed by a human services faculty member and managed by an interdisciplinary committee. Students admitted to this program work with a faculty adviser to develop an individual course of study with clearly defined goals. They draw from courses offered in various departments and professional schools.

For more information see the description of various interdisciplinary programs in the Graduate School section of this catalog, or consult Ken Viegas, director of the interdisciplinary master's program in corrections.

Courses Offered

Undergraduate Courses

HS 199. Special Studies. 1-3 credit hours. Introduction to Administration of Justice is a current topic.

HS 310. Career and Educational Planning. 3 credit hours. Offers information regarding a variety of human services careers; provides opportunity for students to assess their own skills, knowledge, experience, and interests related to a human service career. Some field observation is included, and appropriate prior experience of students is recognized. Each student develops a statement of career goals 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. Not offered in 1983-84.

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; applies these concepts to the assessment and resolution of interpersonal problems. Designed for program majors. Prerequisites: RhCm 123, 124.

HS 324, 325. Applied Research Evaluation I and II. 3 credit hours each term. 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 or equivalent and a social science research methods or statistics course. Concurrent enrollment in 2-credit-hour laboratory 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 1983-84.

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, 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 Seminar: ESCAPE Volunteer Training (HS 407) is required for all first-term volunteers.

HS 407. Seminar. Credit hours to be arranged. Current topics are ESCAPE Volunteer Training and ESCAPE Field Supervision.

**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. Current topics are Community Corrections, Juvenile Justice, and Theory-Practice Integration.

HS 408. Workshop. (g) Credit hours to be arranged. Preservice Workshop is a current topic.

HS 409. Supervised Field Study. (g) Credit hours to be arranged.

HS 410. Experimental Course. (g) Credit hours to be arranged. Current topics are Family Interdependent Systems, Human Service Delivery Methods, and Prevention Programs and Issues.

HS 411, 412. Theory-Practice Integration. (g) 1-3 credit hours each term. Introduction to the organization, character, and conduct of community agency programs as a link between theoretical concepts and professional practice. Prerequisite: instructor's consent. To be taken concurrently with HS 409.

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. Not offered 1983-84.

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 help mobilize individual capacities and community resources to improve the adjustment between the person or family and all or any part of his or her total environment. Not offered 1983-84.

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 1983-84.

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 1983-84.

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 1983-84.

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 1983-84.

HS 435. Developmental Counseling. (g) 3 credit hours. Exploration of initial 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 1983-84.

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 want to explore career opportunities in volunteerism. Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs.

Students are required to be directly involved in continuing or short-term volunteer activity during the term. Not offered 1983-84.

HS 440, 441. Social Welfare Institutions: Policies and Programs. (g) 3-5 credit hours each term. The history, 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 1983-84.

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. Prerequisites: HS 430, 448. Offered infrequently. Not offered 1983-84.

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. Concepts such as prevention, diversion, deterrence, and rehabilitation provide focus for analysis. Research data 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 legislation, community relations, and other organizational techniques; social planning processes and approaches to social problems; projects by class members analyzed.

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.

Leisure Studies and Services

180 Esslinger Hall
Telephone 686-3396
Phyllis M. Ford, Department Head

Faculty

Gaylene Carpenter, Ph.D., Assistant Professor (programs, leisure education). B.A., 1965, M.S., 1973, California State, Long Beach; Ph.D., 1979, Temple.

Christopher R. Edginton, Ph.D., Associate Professor (management, program and leadership). B.A., 1969, San Jose State; M.S., 1971, Illinois; Ph.D., 1975, Iowa.

Michael J. Ellis, Ph.D., Professor of Physical Education (research, play). D.L.C., 1959, Loughborough; M.S., 1965, Ph.D., 1968, Illinois.

Effie L. Fairchild, D.Ed., Associate Professor (leadership, recreation programs, community education). B.S., 1955, Florida Southern; M.S., 1958, Springfield; D.Ed., 1974, Oregon.

Phyllis M. Ford, Re.D., Professor (outdoor recreation, outdoor education). B.S., 1949, Massachusetts; M.A., 1955, Arizona State; Re.D., 1962, Indiana.

Kathleen J. Halberg, Ph.D., Assistant Professor (therapeutic recreation, gerontology). B.A., 1962, Iowa; M.S., 1969, Ph.D., 1980, Illinois.

Dennis R. Howard, Ph.D., Associate Professor (tourism, private and commercial recreation, administration). B.S., 1966, Oregon; M.S., 1968, Illinois; Ph.D., 1974, Oregon State.

Larry L. Neal, D.Ed., Associate Professor (administration, supervision); Director, Institute of Recreation Research and Service. B.S., 1961, M.S., 1962, D.Ed., 1969, Oregon.

Lois E. Person, M.S., Assistant Professor Emerita (applied arts). B.S., 1948, North Dakota; M.S., 1950, Cornell.

Lynn S. Rodney, Ph.D., Professor Emerita (administration); Dean Emerita, College of Health, Physical Education, and Recreation. B.A., 1936, M.A., 1938, Washington State; Ph.D., 1955, Michigan.

Careers. Career opportunities exist for graduates in leisure studies and services 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.

Potential jobs are 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 roles as program director, camp director, therapist, recreation instructor, department supervisor or superintendent, facility manager, resource specialist, educator, counselor, recreation analyst, and consultant.

Accreditation. The department is one of thirty-five colleges and universities currently accredited 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 baccalaureate degree options: leisure service management, outdoor education and recreation, and therapeutic recreation; and three master's degree options: recreation and park administration, recreation program and supervi-

sion, 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 Human Development and Performance in conjunction with its instructional program in leisure studies and services, 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 nationwide community experience as bases for the solution of recreation problems.

The institute sponsors conferences and workshops and welcomes requests for information and assistance from public and private recreation agencies. 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 degree 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 Leisure Studies and Services. 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 applicants.

Undergraduate Studies

The Department of Leisure Studies and Services offers major curricula leading to the Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees and provides a foundation for graduate work leading to the Master of Science (M.S.), Master of Arts (M.A.), Doctor of Philosophy (Ph.D.), and Doctor of Education (D.Ed.).

Admission

Any student interested in majoring in leisure studies and services must submit the following:

- (1) Formal declaration of leisure studies and services as a major.
- (2) 300- to 400-word essay that includes reasons for applying for admission and an assessment of applicant's own personal strengths as they relate to the field.
- (3) Human Service Experience Sheet (résumé): 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) Unofficial transcript of all previous college work.

(5) Undergraduate Application for Admission (Form U1), available in the leisure studies and services department. Applications should be mailed directly to: Undergraduate Adviser, Leisure Studies and Services, University of Oregon, Eugene, Oregon 97403.

All forms must be completed by March 1 for fall admission or November 1 for spring admission. No student can be considered for admission until all of the above requirements are met.

A faculty-student committee reviews the completed application and selects qualified candidates. Students are notified of the committee's decision within one month after the March 1 or November 1 deadline.

Pre-Block Requirements. Students must complete the following lower-division requirements before being admitted to the block program:

(1) Transcripts on file of all University work; 75 credit hours with a 2.50 cumulative grade point average (GPA).

(2) LSS 251 and either 150 or 290.

(3) All of the following prerequisites:

one psychology course;
English Composition (Wr 121 and either Wr 122 or 123 or equivalent);
health course requirement;
one physical education course;
one social science cluster, including one sociology course;
one science cluster;
one arts and letters cluster;
a group-communication course selected from the following: RhCm 123, 124, 323, 432.

(4) A current first aid card and cardiopulmonary resuscitation certification.

Block Requirements. The block program consists of 18 credit hours of LSS orientation, integrating theory and practice through concurrent lecture, group interaction, and experiential assignments in specified courses. This program is being revised, effective winter 1984.

Post-Block Requirements. Following satisfactory completion of the block course work, each student must complete the following requirements:

(1) 100 credit hours in practica;

(2) additional courses, as follows, for a total of 51 credit hours:

Seminar: Introduction to Field Study (LSS 407), Supervised Field Study (LSS 415), Evaluation of Leisure Services (LSS 446), five additional upper-division LSS courses.

Graduation Requirements

Graduation requirements for a baccalaureate degree in leisure studies and services include 51 credit hours in approved LSS-prefix courses, plus the pre-block prerequisites listed under (3) above.

For the B.S. degree, students take 36 credit hours of either science or 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 LSS courses is not accepted by this department as meeting course requirements within the major.

Transfer Students

Students transferring from other institutions without previous leisure studies and services courses, or their equivalents, must follow the application procedure for admittance into the department (see above). Students should plan on approximately six terms (two years) for the completion of major requirements.

Students who transfer from an institution with leisure studies and services 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 LSS courses (excluding open-ended numbers) and 15 credit hours in experiential course work (LSS 409 or 415) must be completed at the University of Oregon.

Proposed Minor

The proposed minor in leisure studies and services requires 24 credit hours, as follows:

(1) Professional Foundations of Recreation (LSS 251) as a prerequisite to the block program.

(2) Block program courses, taken concurrently: Recreation Activity Leadership (LSS 252); Organization and Administration of Recreation (LSS 370); Recreation Programs (LSS 396); and Practicum (LSS 409).

(3) Three post-block upper-division LSS courses.

This program is intended for those who wish to augment their majors by leisure-oriented courses germane to their area of study as well as for those wishing to investigate the leisure phenomenon in society.

Peer Advising

The Department of Leisure Studies and Services peer advising program helps students interested in applying for admission into the department and offers general University requirement advising as well. The peer advising office is in Room 187-A, Esslinger Hall.

Graduate Studies

The M.S., M.A., D.Ed., and Ph.D. degrees in leisure studies and services are available through the College of Human Development and Performance. Information on University regulations governing graduate admission is in the Graduate School section of this catalog.

The master's programs are designed to prepare graduates for administrative, supervisory, consultant, and teaching positions in public, private, and other types of leisure services agencies. Students may choose to complete a thesis, master's project, or comprehensive examination.

The doctoral programs endeavor to prepare students 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 from the Department of Leisure Studies and Services reviews all applications for graduate admission. Graduation from an accredited college or university and a total cumulative undergraduate GPA of 2.75 or higher is required. Master's degree applicants must score at least 35 on the Miller Analogies Test (MAT) or 470 on the verbal portion of the Graduate Record Examination (GRE). Students must also submit three letters of recommendation completed on appropriate forms.

A doctoral applicant should have a master's degree with a 3.50 GPA and at least two years' professional full-time work experience in recreation or leisure services. 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 Human Development and Performance offers programs leading to the M.S. and M.A. in leisure studies and services.

Degree Requirements. Master's degree candidates who have not completed an undergraduate degree in leisure studies and services are required to complete the following prior to, or during, their graduate study: Professional Foundations of Recreation (LSS 251), Recreation Activity Leadership (LSS 252), and three additional undergraduate courses approved by their advisers.

A minimum of 45 graduate credit hours must be completed for the master's degree. 30 credit hours must be earned in residence. 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 Leisure Studies and Services. 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 (LSS 511), Measurement in Leisure Services (LSS 540), Research Methods (H Dev 521).

Final Examinations. The final oral examination for students selecting the thesis option 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 Human Development and Performance offers programs leading to the Ph.D. and D.Ed. in leisure studies and services.

Degree Requirements. Doctoral degrees are granted primarily for attainment and proven ability. The specific number of credit hours and courses, determined by the candidate's doctoral committee, 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 credit hours for the master's degree), because of the nature of the degree requirements.

A doctoral student should attain a greater depth of knowledge in the selected area of specialization than a master's degree student. A minimum of 30 credit hours in courses offered by the Department of Leisure Studies and Services is required.

A broad understanding of research methodology and application of techniques for evaluation of leisure services is considered essential in the doctoral program. Four or five courses in statistics and research methods are usually required.

Each doctoral student is required to present evidence of successful college teaching (at the University of Oregon or elsewhere). Three of the following five classes are also required: Seminar: Current Literature in Leisure (LSS 507), Seminar: Psychosocial Dimensions of Leisure (LSS 507), Seminar: Studies and Surveys (LSS 507), Philosophical Foundations of Leisure (LSS 511), and Historical Concepts of the Leisure Profession (LSS 515).

Every candidate for a 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.

12 credit hours of computer science courses, 9 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 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 leisure studies and services area of concentration, the supporting area, research, and professional foundations.

A final oral examination is taken after completion of the dissertation and all other 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 on 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 local government, voluntary agencies, industrial recreation, hospitals, and the arts.
- (3) Professional education establishes a foundation for the teaching of leisure studies 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 directed toward the development and administration of programs for the ill, handicapped, and special groups.

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 Leisure Studies and Services.

A list of local employment opportunities is available by request from the department office. Application for positions should be made once the student has established local residence.

Courses Offered

Note: LSS courses were formerly taught under the RPM prefix.

Undergraduate Courses

LSS 150. Leisure in Society. 3 credit hours. Concepts of community recreation; scope of recreation in American life; the role of recreation, parks, and sports in human experience and in the structure of community living. Offered each term for majors and nonmajors.

LSS 199. Special Studies. 1-3 credit hours.

LSS 200. SEARCH. 1-3 credit hours.

LSS 251. Professional Foundations of Recreation. 3 credit hours. Introduction to the basic historical and philosophical foundations of leisure and recreation. Offered fall and spring.

LSS 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 winter.

LSS 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.

LSS 353. Leisure and Special Groups. 3 credit hours. Key service foundations for providing recreation and therapeutic recreation services to people 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.

LSS 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.

LSS 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.

LSS 390. Introduction to Leisure and Natural Resources. 3 credit hours. The role of natural resources in the pursuit of leisure activities; developing a land ethic, ecological awareness, and minimum-impact programs.

LSS 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. Not offered 1983-84.

H Dev 392. Principles of Outdoor Leadership. 3 credit hours. Standards and principles of administration of outdoor pursuits. Administration and leadership practices.

LSS 394. Community Youth Services I. 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 LSS.

LSS 395. Volunteer Management. 3 credit hours. In-depth investigation of administrative and leadership considerations of service organizations. Includes direct contact with leaders of and participation in local service organizations. Offered infrequently; last offered 1983.

LSS 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.

LSS 400. SEARCH. 1-3 credit hours.

LSS 405. Reading and Conference. Credit hours to be arranged. Prerequisite: department head's approval.

LSS 406. Special Problems. Credit hours to be arranged. Topics include Youth Programs, Environmental Programs, Cultural Arts, Camp Programs, School-Community Programs, and Special Populations.

LSS 409. Practicum. Credit hours to be arranged. Current topics include Outdoor Education, Recreation Programs, Therapeutic Recreation, and Youth Agencies.

LSS 410. Experimental Course. Credit hours to be arranged.

LSS 415. Supervised Field Study. 3-15 credit hours. Prerequisites: completion of core requirements, practicum, three courses in area of concentration, the introduction to field study seminar, and instructor's consent.

LSS 444. Basic Issues. 3 credit hours. Identification, exploration, and assessment of basic issues and challenges facing professionals in the parks, recreation, and leisure services field.

LSS 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.

LSS 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.

LSS 451. Private and Commercial Recreation. 3 credit hours. Analysis of current status and future prospects of private and commercial recreation enterprises; entry opportunities, operational and financial management, and market orientation. Prerequisite: completion of undergraduate block program.

LSS 452. Leisure and Tourism. 3 credit hours.

Survey of travel and tourism as an area of study. Local, regional, and national tourism; tourist behavior and the social, environmental, and economic impact of tourism. Prerequisite: completion of the undergraduate block program.

LSS 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**

LSS 407. Seminar. (G) 3 credit hours.

LSS 408. Workshop. (G) Credit hours to be arranged.

LSS 461. Introduction to Therapeutic Recreation. (G) 3 credit hours. Introduction to the basic historical, philosophical, and professional foundations of therapeutic recreation service delivery and special groups. Topics include the therapeutic recreation continuum of service; orientation to the nature and etiology of disabling conditions; and therapeutic recreation services and settings, both clinical and community. Prerequisite: completion of the block program.

LSS 462. Therapeutic Recreation Processes. (G) 3 credit hours. Comprehensive examination of the therapeutic recreation intervention process with emphasis on clinical settings. Review of a systematic program design process; examination of assessment, activity analysis, measurable objectives, adaptive devices and techniques, facilitation strategies, and program content and evaluation.

LSS 463. Mainstreaming and Integration in Leisure Services. (G) 3 credit hours. Comprehensive study of the mainstreaming-integration process in leisure services with emphasis on community settings. Topics include community organization, advocacy, consumer involvement, normalization, accessibility, innovative programs, educating the community, and ways of upgrading recreational experiences in the community for individuals with disabilities.

H Dev 467. Social Dimensions of Leisure and Retirement. (G) 3 credit hours. Development and examination of the concepts of leisure and retirement as potential social replacements for work and productivity in modern society. Presentation and critique of philosophies of education for leisure and retirement.

H Dev 468. Organization of Senior Leisure Services. (G) 3 credit hours. The scope of leisure service delivery for aging populations according to a theoretical and practical organizational process. Generalized focus on leisure services in senior centers, nursing homes, retirement communities, and volunteer programs.

LSS 490. Principles of Outdoor Education. (G) 3 credit hours. Development of outdoor education and school camping; theories, practices, educational significance; organization, administration, and methodology.

LSS 492. Recreation and Natural Resources. (G) 3 credit hours. Administration of natural resources at the national, state, local, and private levels. Emphasizes understanding how outdoor recreation affects and is affected by the resources and the management philosophy and policies of the agencies.

LSS 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.

LSS 497. Urban Park Management. (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 1983-84.

LSS 499. School and Community Recreation Programs. (G) 3 credit hours. Principles of program planning for school and community considered in relation to sex, age, and individual interests, needs, and capacities. Exploration of community educative processes and the role of community schools.

Graduate Courses

LSS 501. Research. Credit hours to be arranged. P/N only.

LSS 502. Supervised College Teaching. Credit hours to be arranged.

LSS 503. Thesis. Credit hours to be arranged. P/N only.

LSS 505. Reading and Conference. Credit hours to be arranged. Prerequisite: department head's approval.

LSS 506. Special Problems. Credit hours to be arranged. Master's Project is a current topic. Prerequisite: department head's approval.

LSS 507. Seminar. 3 credit hours. Recent topics are Issues in Therapeutic Recreation, Program Implementation, Sociopsychological Dimensions of Leisure, Therapeutic Recreation Curriculum, and Youth and Leisure.

LSS 508. Workshop. Credit hours to be arranged.

LSS 509. Practicum. 1-12 credit hours.

LSS 510. Experimental course. Credit hours to be arranged. Current topics are Administration and Consultation in Therapeutic Recreation, Concepts of Education in Leisure Services, Concepts of Leisure Education and Leisure Counseling, and Management of Leisure Services.

LSS 511. Philosophical Foundations of Leisure. 3 credit hours. Examination of historical theories of play and leisure, 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.

LSS 515. Historical Concepts of the Leisure Profession. 3 credit hours. The key historical events, figures, and factors which have provided a basis for the development of the organized park and recreation movement in the United States.

LSS 530. Advanced Recreation Program Concepts. 3 credit hours. Concepts and theory of recreation and leisure programming. Relationship between community organization theory and recreation programming. Processes of planning, organizing, implementing, and evaluating recreation programs.

H Dev 521. Research Methods in Health and Recreation. 3 credit hours. Application of social research methods to leisure settings; procedures in study design, methods of data collection, interpretation and presentation.

LSS 540. Measurement in Leisure Services. 3 credit hours. Theory and application of data analysis and measurement to leisure service administration, research, and planning models; 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.

LSS 545. Studies and Surveys of Leisure. 3 credit hours. Analysis from a philosophical, historical, survey, or experimental perspective of current research related to the leisure phenomenon.

LSS 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.

LSS 553. Administration of Recreation. 3 credit hours. Organization and administration of park and recreation programs in districts, communities, and municipalities; legal aspects, source of funds, types of programs.

LSS 554. Problems of Camp Management. 3 credit hours. Analysis of problems under various types of camp sponsorship; principles, techniques, resources, administrative practices; principles and problems of leadership and group behavior. Not offered 1983-84.

Physical Education and Human Movement Studies

186 Esslinger Hall

Telephone 686-4105, 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., 1967, Oregon.

Barry T. Bates, Ph.D., Assistant Professor (biomechanics). B.S.E., 1960, Princeton; M.Ed., 1971, East Stroudsburg; Ph.D., 1973, Indiana.

Z. Diane Baxter, M.A., Senior Instructor; Head, Division of Service Course Programs. B.S., 1956, Western Illinois; M.A., 1960, Colorado State.

Jeanine Bennett, Ph.D., Assistant Professor (teacher education, physical activity of the older adult). B.A., 1963, M.S., 1968, Washington; Ph.D., 1975, Ohio State.

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., 1940, LaCrosse; M.A., 1951, Ph.D., 1966, Iowa.

William J. Bowerman, M.S., Professor Emeritus; Assistant Athletic Director Emeritus. B.S., 1933, M.S., 1951, Oregon.

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., 1978, Southern California.

Jan Broekhoff, Ph.D., Professor (research, growth and development, statistics). M.O.P., 1958, Academy of Physical Education, The Netherlands; M.S., 1963, Ph.D., 1966, Oregon.

Richard L. Brooks, M.Ed., Head Football Coach. B.S., 1963, M.Ed., 1964, Oregon State.

Cathy M. Buell, M.Ed., Instructor (elementary teacher preparation). B.A., 1971, Michigan; M.Ed., 1974, Ohio.

H. Harrison Clarke, Ed.D., Professor Emeritus (research). B.S., 1925, Springfield; M.S., 1931, Ed.D., 1940, Syracuse.

William S. Dellinger, M.S., Assistant Professor; Track Coach. B.S., 1956, M.S., 1961, Oregon.

Michael J. Ellis, Ph.D., Professor (research, play). D.L.C., 1959, Loughborough; M.S., 1965, Ph.D., 1968, Illinois.

Eugene Evonuk, Ph.D., Professor (exercise physiology). B.S., 1951, M.S., 1953, Oregon; Ph.D., 1960, Iowa.

Ronald L. Finley, M.Ed., Head Wrestling Coach. B.S., 1964, M.Ed., 1967, Oregon State.

Elizabeth G. Glover, Ed.D., Assistant Professor (aquatics, exceptional child). B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro.

Carol Grieg, M.S., Adjunct Instructor (elementary physical education). B.S., 1972, Oregon; M.S., 1978, Washington State.

Stanley L. James, M.D., Adjunct Associate Professor (sports medicine research). B.S., 1953, M.D., 1962, Iowa.

Thomas Kearns, M.D., Adjunct Associate Professor (human anatomy). B.S., 1941, M.D., 1943, Creighton.

Steven Keele, Ph.D., Professor of Psychology (human learning and performance, motor skills). B.S., 1962, Oregon; M.S., 1965, Ph.D., 1966, Wisconsin, Madison.

Ernesto R. Knollin, M.A., Professor Emeritus (professional preparation). B.A., 1914, M.A., 1929, Stanford.

Lani Loken-Dahle, M.A., Instructor (gymnastics). B.S., 1971, Michigan; M.A., 1973, Arizona State.

Betty F. McCue, Ph.D., Professor Emerita (history, philosophy). B.S., 1945, Pittsburgh; M.S., 1948, MacMurray; Ph.D., 1952, Iowa.

Fred N. Miller, M.D., F.A.C.P., Professor Emeritus; Director Emeritus, Health Service. B.A., 1914, M.A., 1916, Lafayette; M.D., 1924, Chicago; F.A.C.P., 1941, American College of Physicians.

Marian H. Miller, M.D., Professor Emerita; Assistant University Physician Emerita. B.A., 1925, M.D., 1930, Oregon.

Corlee Munson, Ph.D., Associate Professor (professional physical education); Head, Division of Undergraduate Teacher Education. B.A., 1948, Northern Colorado; M.S., 1956, Washington; Ph.D., 1966, Iowa.

Michael L. Osborn, Ph.D., Instructor (anatomy, kinesiology). B.A., 1964, M.Ed., 1968, Central Washington State; Ph.D., 1980, Oregon.

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., 1971, Oregon.

Jessie L. Puckett, M.S., Professor Emerita (professional preparation). B.S., 1931, M.S., 1937, Oregon.

Frederick O. Rankin, M.D., Adjunct Associate Professor of Physical Education (anatomy, sports medicine research).

Edward R. Reuter, Ph.D., Associate Professor (professional preparation). B.S., 1948, Washington State; M.S., 1949, Ph.D., 1957, Illinois.

William P. Rhoda, D.Ed., Professor Emeritus (administration). B.S., 1939, Pennsylvania; M.S., 1947, D.Ed., 1951, Oregon.

Karla S. Rice, M.A., Senior Instructor (recreational programs); Head, Division of Recreation and Intramural Sports. B.S., 1962, Central Michigan; M.A., 1965, Michigan State.

Norval J. Ritchey, M.S., Professor and Assistant Dean (administration). B.S., 1953, M.S., 1956, Oregon.

Robert J. Ritson, Ph.D., Assistant Professor (elementary school physical education, track). B.S., 1969, Wartburg; M.A., 1974, Northern Iowa; Ph.D., 1979, Washington State.

Steven P. Roy, M.B., Adjunct Associate Professor (sports medicine research). M.B., 1967, University Capetown Medical School.

J. Douglas Seelbach, Ph.D., Assistant Professor (fitness management). B.A., 1975, Indiana; M.S., 1980, Ph.D., 1982, Pennsylvania.

Peter O. Sigerseth, Ph.D., Professor Emeritus (anatomy). B.A., 1928, Minot State Teachers; M.A., 1936, North Dakota; D.Ed., 1944, Oregon; Ph.D., 1955, Iowa.

Becky L. Sisley, Ed.D., Associate Professor (administration, coaching). B.A., 1961, Washington; 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., 1968, Oregon.

Vernon S. Sprague, Ph.D., Professor Emeritus (professional preparation). B.S., 1937, Oregon; M.A., 1942, Ph.D., 1951, Michigan.

Gwen Steigelman, Ph.D., Assistant Professor (growth and motor development). B.S., 1969, Ursinus; M.S., 1973, Smith; Ph.D., 1981, Oregon.

Dan Tripps, Ph.D., Associate Professor (international aspects of sport). B.A., 1968, San Francisco State; M.A., 1969, Stanford; Ph.D., 1976, Oregon.

Richard K. Troxel, M.S., Instructor; Assistant Athletic Trainer (sports medicine); Women's Athletic Trainer. B.S., 1975, M.S., 1977, Oregon.

Celeste Ulrich, Ph.D., Professor and Dean (significance, meaning and behavioral bases of physical education). B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California.

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, California, Santa Barbara; Ph.D., 1981, Michigan State.

Marjorie Woollacott, Ph.D., Associate Professor (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., 1955, Kent State; M.A., 1957, Michigan State; Ph.D., 1971, Ohio State.

Physical education is concerned both with understanding the role of movement in the lives of humans and with using that understanding to improve the quality of human life. The programs of the Department of Physical Education and Human Movement Studies express both interests.

The Division of Recreation and Intramural Sports and the Division of Service Course Programs are charged with the actual delivery of physical education services to members of the University and surrounding communities. The first is aimed at improving the informal life of the University and the community with recreational and competitive activities. The second, 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 (B.S.), Bachelor of Arts (B.A.), or Bachelor of Physical Education (B.P.E.) degree. 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 physical education and human movement 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 people with special educational needs.

Facilities. The University's buildings and playing fields devoted to physical education occupy a 42-acre tract at the southeast corner of the campus. Esslinger Hall provides gymnasiums and court facilities, offices, classrooms, study areas, and research laboratories. The main offices for graduate studies and for physical education service courses are in Esslinger Hall. The building also meets the instructional and recreational needs of the entire University population.

Gerlinger Hall houses classrooms, a dance studio, and an instructional and recreational gymnasium. The recreation and intramurals 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 competition 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 of the University of Oregon. McArthur Court seats more than 10,000 spectators. Playing fields located east and south of Esslinger Hall and on the south bank of the Willamette River provide excellent facilities for outdoor class instruction

and for intramural and intercollegiate sports. Hayward Field provides track and field facilities for intercollegiate athletics, classes, and recreational programs. There are six standard concrete tennis courts north of Hayward Field, 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).

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 1 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.

Lifelong learners and others with special needs will be assisted in designing personal programs that meet University requirements.

SHAPE. Sport, Health, and Personal Excellence (SHAPE) is a noncredit activity program offered through the physical education and human movement studies department. This program provides opportunities to appreciate and develop lifelong leisure activities and the broad implications of physical education. A wide variety of experiences is available each term.

Fees. The payment of special fees entitles students and others to the use of gymnasiums, pools, showers, activity uniforms and towels, and laundry service, whether or not they are registered for physical education courses. Students are urged to 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.

Programs offer 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 badminton, basketball, bowling, cross-country, flag football, fun runs, golf, handball, innertube water polo, racquetball, softball, soccer, swimming, tennis, track and field, 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 gymnasiums, 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 Intramurals office, 103 Gerlinger Hall; telephone 686-4113.

Employment. Many part-time student jobs are generated by the departmental and college operation of a large variety of programs, services, and facilities. Physical education premajors and majors are well qualified for these positions by virtue of their experience. They are invited to apply to department offices for referral.

The department also assists community agencies in finding qualified premajors and majors for leadership opportunities.

Undergraduate Studies

The undergraduate curriculum in physical education and human movement, leading to the B.S., B.A., or B.P.E. degree, provides a high-quality program of professional study. 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 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 make formal application for advancement to major status. Criteria for advancement to full major status include a 2.50 GPA in all graded course work, passing an admissions test, and maintaining a 3.00 GPA in professional activities. Premajor students should consult their assigned departmental adviser for additional information regarding full major status.

Students transferring to the University as premajors should have completed one term each of molecular, cell, and animal biology with a laboratory, and a minimum of six professional activity laboratories.

Degrees. The degree sought by any student places constraints on the course work undertaken. The greatest constraints are imposed on students seeking B.A. degrees who must satisfy the foreign language, University, and cluster requirements for that degree in addition to taking extensive course work in the sciences required by the physical education core program. The B.S. degree 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 B.P.E. 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 satisfies the needs of all students 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	credit hours
General biology: molecular, cell, animal	12
Human Physiology I, II (Bi 321, 322)	6
Human Anatomy (Bi 391, 392)	6
Sociocultural Perspectives of Physical Activity (PEP 331)	5
Motor Learning (PEP 332)	3
Physical and Motoric Changes During the Stages of Life (PEP 343)	5
Kinesiology (PEP 372)	3
Practicum (PEP 409)	2
Physiology of Exercise (PEP 473)	3
ACTIVITY	credit hours
Professional Activities (PEP 194)	2
Gymnastics (PE 194)	2
Aquatics (PE 294)	2
Dance Survey (PE 294)	2
Conditioning (PE 394)	2
Wilderness Pursuits (PE 394)	2
PE-T Team	1
PE-I Individual/dual	1
PE-I Elective	1

Programs of Study

Qualified students may elect a major area of emphasis from several different programs.

Additional areas of emphasis, called specializations, are available within some of these programs.

Division of Teacher Education

Elementary and Secondary School Teaching Certification in Physical Education. Two programs of study prepare major students to teach physical education.

The first area prepares 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:

Course Title	credit hours
Strategies and Techniques of Teaching Physical Education (PEP 341, 342)	8
Care and Prevention of Injuries (PEP 361)	3
Curriculum and Administration of Physical Education (PEP 443)	5
Physical Education for the Exceptional Student (PEP 444)	4
Tests and Measurements In Physical Education (PEP 446)	3
Professional Activity Laboratories	8

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 those in the secondary school certification program including 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 Skills (PEP 321), Posture and Developmental Activities (PEP 322), and Rhythms and Dance (PEP 323).

All students enrolled in major programs leading to certification take required courses in professional education. As a part of this requirement, physical education majors complete practica and student teaching in physical education. Students seeking K-12 certification must undertake student teaching in both elementary and secondary schools.

Certification for Teaching Physical Education. The department offers opportunities for both majors and nonmajors to meet the Teacher Standards and Practices Commission (TSPC) certification requirements.

The TSPC requires (1) satisfaction of certain minimum standards of subject preparation and professional education courses and (2) the recommendation 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 and Human Movement Studies at the University.

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 physical education theory and activity cores plus the curricular core within the area of specialization. Courses of study are available in the following areas:

Fitness Management

This program emphasizes the academic and technical knowledge necessary to conduct fitness programs in public and private agencies. Students are prepared to assume leadership and management positions within the health and physical fitness industries. The specialization core blends academic and clinical study in the areas of fitness assessment, exercise prescription, and rehabilitation. Interdisciplinary course work and clinical experiences in departmental laboratories and local agencies comprise the core of this program.

Core

	credit hours
CHEMISTRY	12
PSYCHOLOGY: 3 courses chosen from Introduction to Psychology (Psy 201), Introduction to Physiological Psychology (Psy 213), Personality (Psy 214), Developmental Psychology (Psy 215), Social Psychology (Psy 216)	12
SCHOOL AND COMMUNITY HEALTH: Introductory Nutrition (HEP 252) or Nutrition in Health and Disease (HEP 553—with adviser's consent)	3
Experimental Course: Stress Management (H Dev 410)	3
Health Aspects of Aging (H Dev 471)	3
LEISURE STUDIES AND SERVICES: Private and Commercial Recreation (LSS 451)	3
PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES: Practicum: Fitness Management (PEP 409)	3-9
Experimental Course: Fitness Management (PEP 410)	9

C.P.R. Certification. Elect 9 credit hours from the following 3-credit-hour courses:

Care and Prevention of Injuries (PEP 361)
 Experimental Course: Adult Physical Education and Activity (PEP 410)
 Physical Education for the Exceptional Student (PEP 444)

Tests and Measurements in Physical Education (PEP 446)
 Individual and Adapted Physical Education (PEP 523)
 Techniques of Relaxation (PEP 527)
 Sports Medicine (PEP 531, 532)

Preathletic Training

The Department of Physical Education offers a graduate option in athletic training leading to National Athletic Trainers Association (NATA) certification. This is a two-year program which may be taken in conjunction with a master's degree. Undergraduate students may prepare for admission to this program and complete some of the NATA certification requirements as part of their B.S. degree. Students interested in this program may obtain a descriptive pamphlet from the Division of Graduate Physical Education entitled "Undergraduate Placement Toward the Graduate Athletic Training Program."

Core 41 credit hours

PSYCHOLOGY: 2 courses chosen from
 Introduction to Psychology (Psy 201), Personality (Psy 214), Developmental Psychology (Psy 215), Social Psychology (Psy 216) 8

SCHOOL AND COMMUNITY HEALTH:

Personal Health (HES 250) 3
 Introductory Nutrition (HEP 252) 3

or
 First Aid (HES 260) 3
 Nutrition in Health and Disease (HEP 553) 3

PHYSICAL EDUCATION:

Care and Prevention of Athletic Injuries (PEP 361) 3
 Physical Education for the Exceptional Student (PEP 444) 3

Experimental Course: Evaluation and Emergency Procedures (PEP 410) 3*
 Experimental Course: Treatment Modalities (PEP 410) 3*

Experimental Course: Rehabilitation Program (PEP 410) 3*
 Seminar: Athletic Training 3*

* 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 credit hours

SPECIAL EDUCATION: elect 6-9 credit hours from
 Seminar: Sign Language (SpEd 407) 3-9
 Psychology of Exceptional Child (SpEd 462) 3

Introduction to Behavior Disorders (SpEd 463) 3
 Seminar: Advanced Psychology of Exceptional Child (SpEd 507) 3

Seminar: Rehabilitation Program (SpEd 507) 3
 Seminar: Infant Development (SpEd 507) 3
 Seminar: Rehabilitation Measurement (SpEd 507) 3

LEISURE STUDIES: elect 6-9 credit hours from
 Survey of Therapeutic Recreation Service (LSS 461) 3

Programs for Special Groups (LSS 462) 3
 Community Organization for Special Groups (LSS 463) 3

PHYSICAL EDUCATION:
 Practicum (PEP 409) 6-9

Experimental Course: Adapted Aquatics (PEP 510) 3

Body Mechanics and Correctives (PEP 521) 3*
 Orthopedics and Therapeutics (PEP 522) 3*

Individual and Adapted Physical Education (PEP 523) 3*

* This series of courses may be taken only during the senior year and in addition to the 186 minimum credit hours 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 science courses in the basic curriculum in physical education 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 credit hours

CHEMISTRY: * General Chemistry (Ch 104, 105, 106) 9

General Chemistry Laboratory (Ch 107, 108, 109) 6

* Organic chemistry or other specified courses may be required at some professional schools. See the Office of Academic Advising and Student Services for the specific requirements.

PHYSICS:

General Physics (Ph 201, 202, 203) 12
 General Physics Laboratory (Ph 204, 205, 206) 6

PHYSICAL EDUCATION:

Care and Prevention of Athletic Injuries (PEP 371) 3
 Practicum: Physical Therapy (PEP 409) 9

Physical Education for Exceptional Students (PEP 444) 3

Prepodiatry

This preparatory professional program is designed to aid students, through curricular and clinical education, to gain admittance to postgraduate programs in podiatric medicine. This is the specialty in medicine and research which seeks to diagnose, treat, and prevent the disorders affecting the human foot. Students interested in this option arrange special programs within the general framework of the physical education major.

Core 52-58 credit hours

CHEMISTRY: General Chemistry (Ch 104, 105, 106) 9

General Chemistry Laboratory I, II, III (Ch 107, 108, 109) 6

Organic Chemistry (Ch 331, 332, 333) 12
 Organic Chemistry Laboratory (Ch 337, 338) 4

PHYSICS: General Physics (Ph 201, 202, 203) 12

Introductory Physics Laboratory (Ph 204, 205, 206) 6

PHYSICAL EDUCATION: Practicum: Podiatry (PEP 409) 3-9

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 performance. The science of 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 55-61 credit hours

COMPUTER AND INFORMATION SCIENCE: Concepts of Computing (CIS 121), Introduction to Computer Science I, II (CIS 201, 203) 12

MATHEMATICS: College Algebra (Mth 101) 4
 Elementary Functions (Mth 102) 4

Concepts of Statistics (Mth 156) 3

PHYSICS: General Physics (Ph 201, 202, 203) 12
 Introductory Physics Laboratory (Ph 204, 205, 206) 6

PHYSICAL EDUCATION: Biomechanics (PEP 580, 581, 582) 9*

Independent Study (PEP 405, 406, 409) 3-9

* This sequence may be taken only during the senior year and in addition to the 186 minimum credit hours 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 credit hours

MATHEMATICS: College Algebra (Mth 101) 4

CHEMISTRY: General Chemistry (Ch 104, 105, 106) 12
 Organic Chemistry (Ch 331, 332, 333) 12
 Biochemistry (Ch 461, 462, 463) 9

PHYSICAL EDUCATION: Reading and Conference (PEP 405), Special Problems (PEP 406), Practicum (PEP 409) 3-9

Laboratory Techniques in Stress Physiology (PEP 574) 3*

Advanced Physiology of Exercise (PEP 576, 577, 578) 9*

* These courses may be taken only during the senior year and in addition to the 186 minimum credit hours required for the baccalaureate degree.

Motor Learning and 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 control.

Core 39-77 credit hours

COMPUTER AND INFORMATION SCIENCE:
 (optional) elect 4-16 credit hours from Concepts of Computing (CIS 121), Introduction to Numerical Computation (CIS 133) 4

Introduction to Computer Science, I, II (CIS 201, 203) 8

PSYCHOLOGY: elect 15-27 credits from Sensation and Perception (Psy 211) 4

Introduction to Physiological Psychology (Psy 213) 4

Research Methods in Psychology (Psy 301) 4
 Human Performance (Psy 436) 3

Cellular Mechanisms of Behavior (Psy 447) 3
 The Integrative Action of the Nervous System (Psy 448) 3

Sensory Processes (Psy 449) 3

CHEMISTRY: elect 12-16 credit hours from Survey of General, Organic, and Biochemistry (Ch 101, 102, 103) or

Organic Chemistry (Ch 331, 332, 333) 12
 Organic Chemistry Laboratory (Ch 337, 338) 4

PHYSICAL EDUCATION:

Independent Study (PEP 405, 406, 409) 3-9

Experimental Course: Neurological Mechanisms (PEP 510) 3*

Motor Performance (PEP 534) 3*

Motor Learning Theory (PEP 535) 3*

* These courses may be taken only during the senior year and in addition to the 186 minimum credit hours 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.

Proposed Minor

A coaching minor is designed to provide the necessary background of theory and practice to assume leadership roles related to athletic programs for young people. The program must be planned with a physical education adviser.

Other Specializations

The areas of specialization 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 for those not pursuing certification as teachers, and the third for students with majors other than physical education who want to coach.

These specializations require core and other curricula 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. 25 credit hours of work include 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 those whose professional preparation includes this competence. Details about this specialization are listed under Dance Option in the Department of Dance section of this catalog.

Graduate Studies

The M.A., M.S., D.Ed., and Ph.D. degrees in physical education are available through the Department of Physical Education and Human Movement Studies. 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. High-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 postdoctoral opportunities reflect a commitment to, and expertise in, the study of human behavior, development, and performance.

Programs of Study for Master's Degree

Admission. A student seeking admission to the master's degree program should write to the Head, Division of Graduate Studies, requesting an application. The Department of Physical Education and Human Movement Studies requires a minimum cumulative undergraduate GPA of 2.75 over the last 90 quarter hours, or 60 semester hours. A Graduate Record Examination (GRE) score of at least 470 Verbal, 500 Quantitative, or a combined score of 1000 with a minimum score of 450 on either portion, is also required.

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 Advanced Statistics (PEP 541) and one area selected from the following:

- (1) Administration
- (2) Advanced physiology of exercise
- (3) Gross anatomy
- (4) Biomechanics
- (5) Physical growth and development
- (6) Instructional processes
- (7) Motor learning and control
- (8) Social psychology of physical activity
- (9) Physical education 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 credit hours required for the degree may be taken in dance, school and community health, leisure studies and services, or in another University discipline.

Programs of Study for Doctoral Degree

Admission. A 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 Examination. All candidates are required to take the qualifying examination during their first term in the program. A student is expected to exhibit knowledge and communication skills equivalent to a high-quality master's degree graduate.

Program Requirements. Doctoral degrees are granted primarily on the bases of attainment 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 have earned grades of A, B, or P (Pass).

Every candidate must complete a dissertation. Candidates who have not written a master's thesis must complete a study in lieu of thesis prior to taking comprehensive examinations. A minimum of 40 credit hours in research, 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 (as measured on the Graduate Student Foreign Language Test), computer science courses (9-12 credit hours), advanced statistical design (9 credit hours), or research tools (9 credit hours)—the latter option to consist of course work commensurate with the candidate's 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) Biomechanics
- (2) Motor learning and control
- (3) Social psychology of sport
- (4) Exercise physiology
- (5) History and philosophy
- (6) Adapted physical education

As a supporting area, the doctoral candidate may select any of the above areas or administration, anatomy, growth and development, school and community health, leisure studies and services, or an area outside the College of Human Development and Performance.

Final Examinations. Written doctoral comprehensive examinations are taken after completing substantially all course work, a master's or in-lieu thesis, and the language requirement. Upon passing these examinations the student is advanced to candidacy.

A final oral defense is held after completion of the dissertation and after all degree requirements have been met.

Courses Offered

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 courses in backpacking, advanced backpacking, rock climbing, mountaineering, and intermediate mountaineering. It may be taken concurrently with the student's first outdoor activity and is a prerequisite for cross-country skiing, ski-touring, snowshoeing, and snow camping.

Riding, sailing, and downhill skiing are taught by outside organizations. Students registering in these courses contact the outside agency directly. The University of Oregon assumes no liability for these contracted activities.

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 101-199, intermediate 201-299, and advanced 301-399.

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

Note: The prefix H Dev designates cross-discipline courses within the college.

PEP 194. Professional Activities. 2 credit hours each term. For professional students. Basic skills and knowledge; fundamental movements; gymnastics; track and field.

PEP 199. Special Studies. Credit hours to be arranged. Prerequisite: department head's approval.

PEP 200. SEARCH. 1-3 credit hours.

PEP 294. Professional Activities. 2 credit hours each term. 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, and 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 dance, 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 to motor learning with emphasis on current research and contemporary theories.

PEP 341. Strategies and Techniques of Teaching Physical Education I. 4 credit hours. The three processes of teaching: observation, provision of learning experiences which challenge motor competence, and evaluation of instruction. Prerequisite: PEP 332.

PEP 342. Strategies and Techniques of Teaching Physical Education II. 4 credit hours. Integration of cognitive and social considerations into the teaching cycle presented in PEP 341 to provide comprehensive grasp of how to teach physical education. Prerequisites: PEP 331, 341.

PEP 343. Physical and Motoric Changes during the Stages of Life. 5 credit hours. Study of physical and motor skill factors basic to an understanding of physical activity during the life cycle. Prerequisite: junior standing or instructor's consent.

H Dev 344. Administration of Aquatic Programs. 3 credit hours. Organization and administration of aquatic programs. Open to majors and to others with instructor's consent.

PEP 361. 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: instructor's consent and department head's approval.

PEP 409. Practicum. Credit hours to be arranged. Prerequisite: department head's or practicum coordinator's approval.

PEP 450. Athletic Administration. 3 credit hours. The place of athletics in the educational setting; responsibilities for administration of an interscholastic athletic program. Program and policy development, health and safety factors, and public relations.

PEP 465. Football Coaching. 3 credit hours. Systems of play, strategy, responsibilities of the coach, public relations. Prerequisite: junior standing.

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.

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, and 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. Prerequisites: laboratory experience in PEP 194 and junior standing.

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. Prerequisites: Bi 321, 322.

PEP 494. Professional Activities. 2 credit hours each term. 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 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. Current topics are Adult Physical Education and Activity, Aquatic Sports Coaching, Softball Coaching, Volleyball Coaching, and Wrestling Coaching.

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. Prerequisites: PEP 321, 322, 323, or instructor's consent.

PEP 443. Curriculum and Administration of Physical Education Programs. (g) 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. Prerequisites: senior standing, PEP 331, 341, 342.

PEP 444. Physical Education for the Exceptional Student. (G) 3 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: body mechanics, exercise limitations, program adaptation. Includes a one-hour leadership experience. Prerequisites: Bi 391, 392.

PEP 446. Tests and Measurements in Physical Education. (G) 3 credit hours. Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Prerequisite: junior standing.

Graduate Courses

PEP 501. Research. Credit hours to be arranged. P/N only.

PEP 502. Supervised College Teaching. Credit hours to be arranged.

PEP 503. Thesis. Credit hours to be arranged. P/N only.

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. Recent topics are 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, and Sports Medicine.

H Dev 507. Seminar. Credit hours to be arranged.

PEP 507. Doctoral Seminar. 1 credit hour. Offered winter, spring.

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. Current topics are Motor Characteristics in Adult Aging; Neurological Mechanisms of Human Movement; Philosophy and Current Issues; Social Psychology of Physical Activity I, II, III; and Sociology of Sport.

PEP 511. Philosophy of Physical Education. 3 credit hours. 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. 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 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 allied areas. Offered alternate years; not offered 1983-84.

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. Prerequisites: PEP 444, 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. In-depth examination and evaluation of normal and atypical body mechanics in static and dynamic postures; the nature of prescriptive exercise. Development and evaluation of 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 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. Prerequisites: 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 1983-84 and alternate years.

PEP 531, 532. Sports Medicine. 3 credit hours each term. Study of various medical factors which influence human performance in sport. Topics include medical supervision and legal implications; nutritional aids; mechanics of injury, modalities of treatment and rehabilitation; personality and environmental factors; and special problems for men, women, and children. Offered alternate years; not offered 1983-84.

PEP 533. Motor Skill Learning. 3 credit hours. Identification and application of teaching modes; strategies to create the best atmosphere for acquisition of motor skills.

PEP 534. Advanced Motor Skill Learning. 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 variables controlled by teacher and coach. Research procedures in motor learning.

PEP 536. Neurological Mechanisms Underlying Human Movement. 3 credit hours. Vertebrate neurophysiology and its relationship to motor control. Prerequisites: BI 321, 322, 391, 392 or instructor's consent.

PEP 537. Sports Psychology. 3 credit hours. Analysis of psychological factors and principles affecting physical performance, behavior, and emotions in sports; differences among individuals and among 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, covariance 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. Scientific principles applied to the conduct and examination of research in health, physical education, recreation, gerontology, and dance; application of research results to practical situations.

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. Prerequisites: PEP 446, 540, 541.

PEP 550. Administration of 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 Physical 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. Administration of 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 1983-84.

PEP 556. Administration of Building 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, sociopsychological, 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 sociopsychological 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 socioenvironmental interactions in the stages of adult life. Recommended for gerontology and interdisciplinary students interested in adulthood.

PEP 567. Motor Development in Infancy and Childhood. 3 credit hours. Study of the acquisition of motor skills.

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. Prerequisites: BI 391, 392 or equivalents.

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: instructor's consent.

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. Prerequisite: instructor's consent.

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.



School and Community Health

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., 1973, M.Ed., 1975, Bowling Green State; D.Ed., 1982, Pennsylvania State.

Lorraine G. Davis, Ph.D., Associate Professor (statistics, curriculum). B.S., 1965, M.S., 1967, Wisconsin, La Crosse; Ph.D., 1972, Oregon.

Glenn M. Gordon, M.D., Adjunct Associate Professor (nutrition, diseases). B.A., 1946, Texas, Austin; M.D., 1947, Texas Medical School.

Jane Gutting, Ph.D., Assistant Professor (school health, international health). B.S., 1973, Wisconsin, River Falls; M.S., 1978, Ph.D., 1983, Oregon.

Franklin B. Haar, Ph.D., Professor Emeritus (public health administration). B.P.E., 1928, Springfield; M.A., 1933, Ph.D., 1946, Pittsburgh.

Robert M. Hackman, Ph.D., Assistant Professor (nutrition). B.A., 1975, Johns Hopkins; M.S., 1977, Pennsylvania State; Ph.D., 1981, California, Davis.

Judith H. Hibbard, Dr. P.H., Assistant Professor (social epidemiology, public health, women's health). B.S., 1974, California State, Northridge; M.P.H., 1975, California, Los Angeles; Dr. P.H., 1982, California, Berkeley.

Robert E. Kime, Ph.D., Professor (sex education, consumer health). B.S., 1954, M.S., 1958, Wisconsin, La Crosse; Ph.D., 1963, Ohio State.

S. Hugh Namekawa, Dr. P.H., Assistant Professor (health services administration, community health). B.S., 1965, M.S., 1967, M.S.W., 1969, Wisconsin, Madison; M.P.H., 1975, Dr. P.H., 1979, Pittsburgh.

Richard G. Schlaadt, Ed.D., Professor (school health instruction, drug education, student teaching). B.S., 1957, Lewis and Clark; M.S., 1958, Illinois; Ed.D., 1966, Oregon State.

Warren E. Smith, Ed.D., Professor (world health, safety). B.S., 1941, Oregon; M.A., 1947, Michigan; Ed.D., 1957, Stanford.

Frances VanVoorhis, M.S., Assistant Professor Emerita of Home Economics (consumer economics, family finance, home management, child care). B.S., 1932, Minnesota; M.S., 1949, Iowa State.

Margaret J. Wiese, M.A., Associate Professor (foods and nutrition). B.S., 1941, Iowa State; M.A., 1945, Iowa.

The Department of School and Community Health was officially established at the University of Oregon in 1947, although courses for the health education of students have been offered continuously since 1893. The 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.

Preparation. Entering freshmen with strong scientific backgrounds 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 School and Community Health should take as many of the basic lower-division requirements as possible. Specific courses are listed in the respective program explanations.

Careers. The health career industry is the second largest employer in the United States, and health education graduates are qualified for a variety of positions in an ever-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 coordinators of commercial wellness programs.

Oregon Student Association for the Advancement of Health Education

The Oregon Student Association for the Advancement of Health Education (OSAAHE) is an organization for school and community health majors at the University of Oregon. OSAAHE provides opportunities for students to develop their organizational skills while making an important contribution to the department and the profession. Members sponsor peer advising sessions for incoming health students, conduct health awareness campaigns and other community service projects, and help promote high-quality research by publishing the best research papers by health students.

Eta Sigma Gamma. The Beta Lambda chapter of Eta Sigma Gamma is a national health honorary. 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 School and Community Health. 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 School and Community Health offers three modest scholarships in honor of esteemed faculty members no longer active as instructors at the University. Information on and applications for the Darwin Gillespie Scholarship, the Franklin Haar Scholarship, and the Antoinette Shumway Stanton Scholarship are available in the main office of the Department of School and Community Health.

Drug Information Center
Mark A. Miller, Director
1763 Moss Street
Telephone 686-5411

The Drug Information Center (DIC) is an information-and-education resource center affiliated with the Department of School and Community Health. Services are provided to inform and promote safe and responsible usage in today's vast drug technology. Among the various services available at the Drug Information Center are telephone and walk-in library and reference, drug identification, and educational outreach.

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.

Oregon Health Education Service

The Oregon Health Education Service (OHES), approved in 1980 by the chancellor of the Oregon State System of Higher Education, is administered by the Department of School and Community Health. Facilities for OHES are in Rooms 303 and 304, Gerlinger Hall. OHES has four main objectives: (1) to provide health education information, (2) to offer in-service programs, (3) to conduct research, and (4) to evaluate health programs. These objectives are specifically designed to assist Oregon teachers and school health-related organizations.

Undergraduate Studies

Students specializing in school and community health may earn either a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) degree. Excellent vocational opportunities are available in schools and with public and voluntary health agencies for people with professional training in school and community health. The curriculum provides a strong basis for graduate work in health education, public health, physical therapy, traffic safety, and the health sciences.

Students may study school and community health through the Honors College. Details are on pages 42-43 under Independent Study Program.

School and community health students are expected to assimilate information and gain competence in the social sciences, physical sciences, and communication. Graduates must often put their knowledge into practice by means of explanation and practical experiences.

Admission Procedures and Academic Advising

Upon entering the University, a student may declare school and community health 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 to the department for major status by filing an application, including transcripts, references, and a comprehensive statement of professional goals. The applicant is admitted to major status in school and community health only after the faculty have reviewed and approved the application.

Requirements

Candidates for the baccalaureate degree with a major in school and community health must satisfy all general University requirements (see page 18), elect appropriate courses in related areas, and complete the professional course requirements of the Department of School and Community Health in one of the following programs: school health, comprehensive health educator, community health, or gerontology.

In addition, several options are available. Students should also refer to the grading system on page 17 for pertinent information regarding grading requirements for the baccalaureate degree.

The department requires that degree candidates complete all school and community health major courses with grades of C or better.

Freshman and Sophomore Years. Students usually complete 15 to 17 credit hours 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 the professional proficiency required by each of the options in school and community health. Specific requirements for each option are included in the following section.

Undergraduate Program Options

All majors in school and community health complete all of the core courses (101 credit hours).

Each student selects one of the following options: school health, community health, or gerontology. Or a student may select comprehensive health education, which requires completion of all courses in two of the options; i.e., school health and community health; school health and gerontology; or gerontology and community health.

School Health	credit hours
Core	101
Option	52
Electives	33
Total	186
Community Health	
Core	101
Option	52
Electives	33
Total	186
Gerontology	
Core	101
Option	52
Electives	33
Total	186

Comprehensive Options

- (1) Core + School + Community =
101 + 52 + 46 = 199
(2) Core + Community + Gerontology =
101 + 52 + 46 = 199
(3) Core + School + Gerontology =
101 + 52 + 46 = 199

Core Courses—101 credit hours

LOWER-DIVISION

Special Studies: Orientation to Health Professions (HEP 199)	3
Personal Health (HES 250)	3
Personal Health and Human Sexuality (HEP 251)	3
Introductory Nutrition (HEP 252)	3
First Aid (HEP 260)	3
English Composition (Wr 121 and 122, 123, or 323)	6
Arts and Letters (3 courses: RhCm 122, RhCm 124, elective)	9
Social Sciences (1 cluster in psychology or sociology)	9
Chemistry (elementary or general)	12
Biology (1 cluster, human or animal)	9
UPPER-DIVISION	
Human Physiology I, II (Bi 321, 322)	6
Introduction to Bacteriology with laboratory (Bi 381, 383)	5
Human Anatomy (Bi 391, 392)	6
School and Community Mental Health (HEP 351)	3
Pathophysiology (HEP 352)	3
Community Health Problems (HEP 353)	3
Introduction to Public Health (HEP 371)	3
Evaluation Procedures in Health (HEP 431)	3
Drugs in Society (HEP 453)	3
Environmental Health Science (HEP 454)	3
Consumer Health (HEP 455)	3

School Health

The Department of School and Community Health 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, the other 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 basic and standard teaching endorsements.

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, the student has teaching competence in the following areas: personal health, including personal health problems, nutrition, and common diseases; community health, including environmental health, consumer health, and health careers; mental health, including human behavior, family life, sexuality, and drugs; and safe living, including areas concerned with school and home safety, and first aid.

Additional Requirements for Basic Teaching Certificate in School Health:

Course Title	credit hours
School Health Issues (HEP 442)	3
School Health Coordinator (HEP 443)	3
Human Development and Group Processes (EPsy 321)	3
Learning and Assessment in Education (EPsy 322)	3
Teaching Reading and Writing in the Secondary School (SeEd 469)	3
Practicum: Field Experience in Teaching (HEP 409)	3
Seminar: Student Teaching (HEP 407)	1
Student Teaching (EIED or SeEd 417)	15
Accident Prevention and Safety Programs (HEP 361)	3
Health Instruction (HEP 441)	4
Seminar: Health Instruction Laboratory (HEP 407)	1
Social Health (HEP 451)	3
Educational Media (CI 435)	3
Experimental Course: Microcomputers in Education (CIS 410)	1
One of the following:	3
Social Foundations of Teaching (EdPM 327)	
Education in Anthropological Perspectives (EdPM 471)	
History of American Education (EdPM 441)	
Modern Philosophy of Education (EdPM 445)	
Total	52

Standard Teaching Certificate in Health

Education. The standard teaching certificate in health education is primarily an upper-division or graduate course of study designed to expand the teaching competence developed in preprofessional teacher preparation programs. A minimum of 12 credit hours of course work must be selected from the graduate offerings (including HEP 543, Advanced Health Instruction) of the Department of School and Community Health. Courses should be selected from those designed to further teaching competence. The remaining course work required for a standard teaching certificate in school and community health must be selected from the offerings of the College of Education and with the approval of the secondary education office. 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). See the proposed school health minor, page 253.

Standard Teaching Certificate in Combination with Health Education. Same requirements as for the standard certificate in health education; however, one additional course, School Health Coordinator (HEP 443), 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 contribute to a variety of community health services.

This broad option is structured to enhance the experiences and increase employment opportunities for students. It includes a wide variety of school and community health courses, a community health practicum with on-the-job experience, a prestudent teaching field experience with school age children, and student teaching.

To complete the comprehensive health educator program, a student must take **two** of the options listed on this page.

Community Health

The community health program is designed to provide entry-level career opportunities for people interested in a wide variety of community health settings. In order to meet the multidisciplinary demands of the community health professions, all community health majors are 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 are 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 core courses listed previously, every community health major must take the following courses:

Course Title	credit hours
Special Problems: Epidemiology (HEP 406)	3
Community Health Education: Planning and Evaluation (HEP 472)	3
Community Problem Solving (PPPM 320)	3
Interpersonal and Group Problem Solving (HS 321)	3
Public Management (PPPM 322) or Management and Organizational Behavior (Mgmt 321)	3
Seminar (HEP 407)	1
Practicum (HEP 406)	6
Three of the following:	9
Social Psychology I: Attitudes and Social Behavior (Psy 456)	
Social Psychology II: Group Processes (Psy 457)	
Exploring Other Cultures (Anth 310)	
The Community (Soc 304)	
Social Change (Soc 349)	
Social Psychology (Soc 428)	
Community Organization and Social Planning (PPPM 447)	
Citizen Participation (PPPM 461)	

One of the following:	3
Health Instruction (HEP 441)	
Group Communication (RhCm 323)	
One of the following:	3
Expository Writing (Wr 216)	
Scientific and Technical Writing (Wr 320)	
Business Communications (Wr 321)	
One of the following:	3
The Mass Media and Society (J 224)	
Journalistic Writing (J 250)	
Introduction to the Electronic Mass Media (TcF 241)	
Educational Media (CI 435)	
Specialization: 4 of the following or 4 courses from nonselected options above	12
Special Problems: Grantsmanship (HEP 406)	
Special Problems: Health Care Systems (HEP 406)	
Human Resources Management (Mgmt 322)	
Introduction to Accounting (Actg 221)	
Seminar: Financial Management (HEP 507)	
Health Economics (Ec 439)	
Introduction to Business Information Processing (CIS 131)	
Perspectives in Aging (Gero 380)	
Total required	52

Gerontology

The gerontology option is particularly useful to students interested in community health. Increasingly, elementary and secondary school health educators are expected to be familiar with life-span developmental processes, including the aging process.

The gerontology option is satisfied by completion of the core school and community health requirements and the following:

Course Title	credit hours
Perspectives in Aging (Gero 380)	3
Psychological Aspects of Aging (Gero 382)	
or Experimental Course: Psychological Processes in Aging (Gero 410)	3
Sociological Aspects of Aging (Gero 483)	3
Seminar: Health-Related Aspects of Aging (HEP 407)	3
Experimental Course: Introduction to Evaluation of Programs for the Elderly (Gero 410)	3
Experimental Course: Principles and Practices of Services for the Aging (Gero 410)	3
Elective course or research or practicum with gerontology adviser's approval	6
Additional electives	12

The school and community health student electing the gerontology option normally begins the study of gerontology in the sophomore year with Perspectives in Aging (Gero 380). The heaviest concentration of work in gerontology courses comes in the junior and senior years.

Proposed Minors in School and Community Health

Health. The proposed minor in health requires a total of 30 credit hours in four areas. Each course listed below is 3 credit hours.

(1) *Personal health:* Personal Health and Human Sexuality (HEP 251), First Aid (HEP 260), Drugs in Society (HEP 453).

(2) *Public health:* Special Studies: Orientation to Health Professions (HEP 199), Special Problems: Epidemiology (HEP 406).

(3) *Nutrition:* Introductory Nutrition (HEP 252), Experimental Course: Vitamins and Minerals (HEP 410), Workshop: Nutrition and Preventive Health Care (HEP 408) or Nutrition in Health and Disease (HEP 553).

(4) *Human ecology:* Pathophysiology (HEP 352), Environmental Health Science (HEP 454).

School Health. (Basic combined endorsement for teacher certification, grades 5-12.)

The proposed minor in school health is offered only in combination with another related endorsement area such as general science, physical education, or social science. Supervised teaching is required in both areas. The Department of School and Community Health must approve this program. Course work is required in five areas. Courses are 3 credit hours unless indicated otherwise.

(1) *Personal health:* Personal Health (HEP 250), Introductory Nutrition (HEP 252), Pathophysiology (HEP 352), Consumer Health (HEP 455). HEP 455 or equivalent fulfills teacher certification requirement for consumer education.

(2) *Community health:* Community Health Problems (HEP 353), Introduction to Public Health (HEP 371).

(3) *Mental health:* School and Community Mental Health (HEP 351), Social Health (HEP 451), Drugs in Society (HEP 453).

(4) *Safe living:* First Aid (HEP 260), Accident Prevention and Safety Programs (HEP 361).

(5) *School health:* Special Studies: Introduction to Health Professions (HEP 199), this course or equivalent fulfills teacher certification requirement for career exploration; Health Instruction (HEP 441), 4 credit hours; Seminar: Instructional Strategies (HEP 407), 1 credit hour, to be taken concurrently with HEP 441; Student Teaching (EIEd or SeEd 417), 5 credit hours; Seminar: Health Student Teaching (HEP 407), 1 credit hour.

Community Health. The proposed minor in community health requires course work in three areas. Each course listed below is 3 credit hours.

(1) *Personal health:* Human Sexuality (HEP 251), Nutrition (HEP 252), Pathophysiology (HEP 352), Workshop: Nutrition and Disease Prevention (HEP 408) or Experimental Course: Vitamins and Minerals (HEP 410).

(2) *Public health:* Special Studies: Introduction to Health Professions (HEP 199), Introduction to Public Health (HEP 371), Special Problems: Principles of Epidemiology (HEP 406), Environmental Health (HEP 454).

(3) *Community health education:* Community Health Problems (HEP 353), Seminar: Health Care Systems (HEP 407), Community Health Education: Planning and Evaluation (HEP 472).

Athletic Trainer Option

School and community health majors who intend to become certified teachers may also arrange their program to fit the approved academic curriculum of the National Athletic Trainer Association (NATA). Certified health education teachers who have completed the athletic training curriculum can become certified athletic trainers by passing the NATA certification examination after graduation. This option is available to graduate students only.

Prephysical Therapy

Students electing to major in school and community health during their preprofessional work may choose the school health option or the comprehensive program. They may also elect to pursue the athletic training curriculum leading to certification by the NATA.

In addition to the basic school and community health requirements, students are required to take a full-year sequence in 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 the Prehealth Sciences section of this catalog, page 159.

Safety Education and Driver Education

The safety education and driver education option for undergraduates and for 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 School and Community Health and an academic adviser. Classes are offered in a structured sequence.

A student needs to fulfill all requirements in one of the school and community health programs plus the following courses: Accident Prevention and Safety Programs (HEP 361), 3 credit hours; Driver Education (HEP 467), 4 credit hours; Psychophysical Testing Equipment in Driver Education (HEP 468), 3 credit hours; and Practicum (HEP 409) or Student Teaching (SeEd 417), 3-9 credit hours.

The graduate area of concentration includes 21-30 credit hours in the following courses: Research (HEP 501), 3-6 credit hours; Thesis (HEP 503), 3-9 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; and Social Psychology I: Attitudes and Social Behavior (Psy 456), 3 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 School and Community Health 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 departmental requirements for the driver education endorsement, students should consult the endorsement adviser for teacher education in the Department of School and Community Health.

Certification requires 13 credit hours, including First Aid (HEP 260), Accident Prevention and Safety Programs (HEP 361), Driver Education (HEP 467), and Psychology of Accident Prevention (HEP 561).

Dental Hygiene

See Preparatory Dental Hygiene, page 156 of this catalog.

Medical Technology

For more information see Preparatory Medical Technology, page 158 of this catalog.

Graduate Studies

The Department of School and Community Health offers graduate work toward the degrees of Master of Arts (M.A.), Master of Science (M.S.), Doctor of Philosophy (Ph.D.), and Doctor of Education (D.Ed.).

A limited number of graduate teaching fellowships (GTF's) are available, with stipends ranging from approximately \$1800 to \$4000 for the academic year, September to June. Doctoral applicants are given first priority followed by master's applicants with teaching experience. April 1 is the application deadline for these fellowships.

Graduates who are work-study certified can receive additional financial assistance.

Master's Degree Programs

The Department of School and Community Health 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 the 45-credit-hour master's degree program 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 specific courses, often 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 University social science requirements. There must be at least one course in psychology and one in sociology.

Health Education. A minimum of seven courses, one 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 with probationary status after consideration of the following application papers:

- (1) one set of official transcripts of all college work;
- (2) all copies of Graduate Application for Admission 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 (GPA) of 2.75 or better for all undergraduate work;
- (5) a score of at least 35 on the Miller Analogies Test (MAT) or 470 on the verbal portion of the Graduate Record Examination (GRE); examinations must have been completed within five years of the application date;
- (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.

The completed application and supporting documents should be sent to:

Department Head
Department of School and Community Health
University of Oregon
Eugene, Oregon 97403

In addition, applicants should send one set of official transcripts showing highest degree, the green copy of the Graduate Application for Admission, and a \$25.00 fee to:

Director of Admissions
University of Oregon
Post Office Box 3237
Eugene, Oregon 97403

Note: Admission requirements for a master's degree in health services administration are listed on page 255.

Advancement to Candidacy. A student will be admitted to full status as a master's degree candidate after meeting the following conditions:

- (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 school and community health faculty.

Graduation. Approval for graduation is contingent on the following:

- (1) A minimum of 45 to 60 credit hours of graduate work as outlined in the specific program plan. A minimum of 24 credit hours must be graded. A maximum of 15 graduate credit hours 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 school and community health.

Thesis: a systematic approach to answering a research question or problem in health education. The proposal for such an undertaking must be approved by three graduate faculty members, must meet graduate school requirements of presentation, and must be presented in public as a final examination. The student earns 9 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 is a high-quality report which 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 Examination: an examination covering 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 for those who want to concentrate on school health. The requirements for the master's degree do not necessarily meet Oregon teacher certification requirements. With careful planning, however, a student may obtain a master's degree and teacher certification (basic or standard) depending on the individual's academic background and experience.

Course Requirements. A student's program is planned with an adviser. It is based on the student's completed courses and experience, plus current academic objectives.

A minimum of 45 graduate credit hours is required, distributed as follows:

HEP 521 Research Methods	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 school and community health ..	3
Electives—Outside College of HDP	9
Electives—Either inside or outside HDP	6

Options

- (a) Administrative Option. Additional hours to be planned with an adviser from the Division of Educational Policy and Management, College of Education.

EdPM 509 Practicum	2
CI 522 Secondary School Curriculum	3
EPsy 529 Advanced Educational Psychology I	4
EdPM 507 Communication Skills	2
EdPM 507 Personnel Evaluation	2
EdPM 574 Educational Program Research and Evaluation	2
EdPM 578 School-Community Relations	2
EdPM 583 Policy Development	3
Community health practicum	12
Culminating experience	0-9
Electives	
- to total a minimum of 60 credit hours 9-18
- (b) Traffic Safety. An additional 15 credit hours should provide background in the following:

HEP 467 Driver Education	4
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HEP 561 Psychology of Accident Prevention	3
HEP 563 Problems in Traffic Safety	3
Electives:	
HEP 468(G) Psychophysical Testing Equipment in Driver Education	3
HEP 560 Administration and Supervision of Safety Programs	3
HEP 562 Administration and Supervision of Driver Education Programs	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	credit hours
HEP 454(G) Environmental Health Science	3
HEP 507 Seminar: Principles of Epidemiology	3
HEP 507 Seminar: Medical Care Organization	3
HEP 521 Research Methods	3
HEP 531 Fundamentals of Statistics in Health	3
	<hr/> 15

Community Health Education Core

HEP 507 Seminar: Community Health Education: Programs, Planning, and Evaluation	3
HEP 507 Seminar: Instructional Methodology and Materials in Community Health Education	3
HEP 507 Seminar: Health Grantsmanship	3
HEP 507 Seminar: Community Organization for Health	3
HEP 507 Seminar: 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 reflect 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 is waived or modified for students with appropriate work experience in health education.

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, or 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	credit hours
HEP 521 Research Methods	3
HEP 531 Fundamentals of Statistics in Health	3
Community health: a minimum of three courses selected on the basis of objectives, past course work, and experience	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 including one in educational media	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	<hr/> 45-63

Health Services Administration

The Department of School and Community Health offers M.A. and M.S. degree programs in school and community health 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 in health services delivery and program development. The innovative curriculum, offered in cooperation with the College of Business Administration, 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 ensure marketability of the program's graduates, the curriculum is flexible and student enrollment is limited. Each student develops a special area of competence, e.g., financing, computers, marketing, personnel, clinic administration and planning. The limited student enrollment promotes a positive educational atmosphere through group cohesion and 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 also applies to the Health Service Administration Program with the following three changes in requirements:

- (1) A cumulative GPA of 3.00 (B) or better for all undergraduate course work.
- (2) A score of at least 45 on the MAT, 950 on verbal and quantitative portions of the GRE, or 500 on the GMAT. Examinations must have been completed within five years of the date of application.
- (3) Students may transfer a maximum of 15 credit hours toward fulfillment of requirements for the program. Only graduate-credit courses completed with grades of B or better at an accredited college or university are accepted.

Curriculum. The program requires study in five distinct areas in addition to residency and a final comprehensive examination. A minimum of 72 credit hours are required for an M.S. degree. 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, 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 as administrators or managers.

(3) Health Services Administration Core: Each program student is required to take 18 credit hours of basic health administration-related courses in order 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.

(5) Electives (area of specialization): A minimum of 15 credit hours must be selected from a list of approved courses. These courses provide the basis for each student to develop a specialized area of competence.

Public Health Core	credit hours
HEP 406(G) Special Problems: Health Care System	3
HEP 406(G) Special Problems: Principles of Epidemiology	3
HEP 454(G) Environmental Health Science	3
HEP 531 Fundamentals of Statistics in Health	3
or	
DSc 511 Introduction to Business Decisions	4
	12-13

Health Services Administration Core	credit hours
HEP 406(G) Special Problems: Medical Care Organization and Management	3
HEP 406(G) Special Problems: Community and Organizational Health Planning	3
HEP 406(G) Special Problems: Legal and Ethical Aspects of Health Care	3
HEP 406(G) Special Problems: Federal Health Policies, Legislations, and Programs	3
HEP 507 Seminar: Financial Management of Health Care Institutions	3
Ec 439(G) Health Economics	3
	18

Business and Public Management Sphere	credit hours
Actg 511 Accounting Concepts	3
Actg 512 Accounting in Administration	3
Mgmt 534 Human Resources Management	3
Mgmt 541 Organization and Management Theory	3
PPPM 544 Human Behavior in Public Organization or	
PPPM 554 Advanced Public Management	3
	15

Electives (Area 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) Special Problems: Health Grantsmanship
 HEP 521 Research Methods
 PPPM 450(g) Public Financial Administration
 PPPM 460(G) Public Personnel Administration
 PPPM 528 Public Financial Management
 PPPM 529 Public Budgetary Systems
 DSc 512 Introduction to Operations Analysis
 Ec 475(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 credit hours	72-73

Final Comprehensive Examination. 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 are 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 School and Community Health General Information. Doctoral degrees are granted primarily on the bases of attainment and proven ability. Time and credit requirements 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 baccalaureate and master's degrees from the school and community health 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 MAT or 520 on the verbal aptitude portion of the GRE. Examinations must have been completed within five years of the 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 are considered in evaluating the candidate's transcript.

If the candidate meets departmental requirements, conditional admission is granted. Full admission is granted after the candidate passes the doctoral qualifying examination and is accepted into the doctoral degree program by the graduate faculty of the College of Human Development and Performance. Upon arrival at the University, the candidate reports to the graduate coordinator to be interviewed and assigned a temporary adviser to work out a program of studies for the first term.

An application must include the items listed below. All materials must be received before the school and community health graduate faculty can review an application for admission.

Send items (1)-(6), below, to:
 Department Head
 Department of School and Community Health
 University of Oregon
 Eugene, Oregon 97403

- (1) one set of official transcripts of all college work;
- (2) all copies of the Graduate Application for Admission 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 school and community health.

In addition, applicants should send one set of official transcripts showing highest degree, the green copy of the Graduate Application for Admission, and a \$25.00 fee to:

Director of Admissions
 University of Oregon
 P.O. Box 3237
 Eugene, Oregon 97403

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 is used to evaluate the student's academic and professional background and to determine weaknesses in this background.

Students majoring in school and community health take a departmental examination, which deals 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 are required to answer at least two comprehensive questions, which are graded by a committee representing the graduate faculty.

Evaluation by Graduate Faculty. The graduate faculty of the College of Human Development and Performance consider the qualification of each student, individually, following the completion of the qualifying examination. Their recommendation may be to admit the candidate to the doctoral program, to postpone admittance, or to reject the applicant. Each student receives the written recommendation at the end of the term in which the examination is completed.

The result of the qualifying examination is considered in determining the student's program. If the student is admitted to the doctoral program, any deficiencies identified in the qualifying examination may be removed by enrolling in designated courses or by other means satisfactory to the adviser.

Course Prerequisites to Degree Candidacy.

A student who seeks a doctoral degree in the College of Human Development and Performance must have completed specified undergraduate courses or their equivalents. A student who has not completed these courses as an undergraduate must take them, or 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 fulfill all prerequisites for the course.

Components for the Doctoral Program.

The doctoral program in school and community health 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 credit hour requirement has been established by the Graduate School, a program is generally designed around the following basic distribution of credit hours:

- (1) Area of Specialization (school and community health): a minimum of 30 credit hours including 15 at the University;
- (2) Supporting Area (Ph.D.): a minimum of 20 credit hours. Supporting areas might include a concentration of courses in gerontology, counseling, educational administration, business administration, public policy and management, physical education, recreation, dance, or computer science.

Supporting Area in Education (D.Ed.): a minimum 30 credit hours.

Note: if an area other than education is selected, an additional 20-credit-hour minimum in education is required.

- (3) Research and statistics, a minimum of 12 credit hours;
- (4) Thesis, a minimum of 27 credit hours;
- (5) Related electives: a minimum of 25 credit hours for the Ph.D., 15 for the D.Ed.

Course work completed for a master's degree may be credited to the program. Up to 9 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 credit hours may be applied to the dissertation component of the programs for this project.

Courses Offered

Note: It is the department's policy that work taken Pass/No pass (P/N) must be C quality or better in order to receive credit for the course.

For the convenience of class scheduling for students, the school and community health department attempts to offer 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. Current topics, which satisfy the University health education requirement, are Consumer Health, Environmental Health, and Personal Nutrition and Health.

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.

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 University health education requirement.

HES 400. SEARCH. 1-3 credit hours.

Professional Courses**HEP 199. Special Studies. 1-3 credit hours.**

Introduction to Health Professions is a current topic.

HEP 251. Personal Health and Human Sexuality. 3 credit hours. Introductory survey of sexuality; sexual anatomy, sexual psychophysiology, hormones and sexuality, sexual behavior including intercourse and nonintercourse-related behaviors, pregnancy and childbirth, contraception and abortion, sexually transmitted diseases, and sexual dysfunction. The link between physical health and emotional well-being and the effects of both on sexual lives. Cottrell. Does not satisfy University health education requirement.

HEP 252. Introductory 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. 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. Does not satisfy University health education requirement.

HEP 351. School and Community Mental Health. 3 credit hours. 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. Nature, prevention, and control of common communicable and noncommunicable diseases. Prerequisites: biology and chemistry or general chemistry. Gordon.

HEP 353. Community Health Problems. 3 credit hours. 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. 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 372. Introduction to Public Health. 3 credit hours.

HEP 373. Public Health Data Management. 3 credit hours. Not offered 1983-84.

HEP 405. Reading and Conference. 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 American Red Cross Instructor Authorization. Prerequisite: HEP 260 or equivalent first aid certification.

HEP 467. Driver Education. 4 credit hours. Use of teaching devices, development of instructional units, behind-the-wheel instruction. Offered spring term.

Upper-Division Courses Carrying Graduate Credit

HEP 406. Special Problems. (G) Credit hours to be arranged. Current topics are Economics of Health Care, Mental Health and Aging, Principles of Epidemiology, and Psychoactive Drugs.

HEP 407. Seminar. (G) Credit hours to be arranged. Current topics are Applied Health Professions in Contemporary Society and Health Instruction Laboratory.

HEP 408. Workshop. (G) Credit hours to be arranged. Nutrition and Preventive Health Care is a current topic.

HEP 410. Experimental Course. (G) Credit hours to be arranged. Vitamins and Minerals is a current topic.

HEP 431. Evaluation Procedures in Health. (G) 3 credit hours. Introduction to fundamental procedures in collection, summarization, presentation, and basic analysis of health data. Includes test construction and techniques of evaluation. 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 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 employs the latest methodology and health materials to assist teachers in offering high-quality health education courses. Corequisites: HEP 351, 352, 353, and Seminar: Health Instruction Laboratory. Cottrell, Schlaadt

HEP 442. School Health Issues. (G) 3 credit hours. Concentrated study of the three components of the school health program as they relate to school and community education; trends and issues involved with health services, school environment, and instruction.

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. Corequisite: HEP 441 or 442. Cottrell.

HEP 451. Social Health. (G) 3 credit hours. 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. Prerequisite: HEP 251, Psy 388, or instructor's consent. Cottrell, Kime.

HEP 453. Drugs in Society. (G) 3 credit hours. Designed to help teachers gain a solid knowledge of and background on drugs and to help teach them effectively on the subject. Schlaadt.

HEP 454. Environmental Health Science. (G) 3 credit hours. 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. Examination of the factors involved in the selection and evaluation of health services and products. Emphases include quackery, consumer protection laws and organizations, and 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 multimedia equipment. Not offered 1983-84.

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 mainte-

nance; aspects of community health; research on aging and its implications. Smith.

HEP 472. Community Health Education: Planning and Evaluation. (G) 3 credit hours. Community health education theory and programming. Educational approaches to public health needs and problems, operational and behavioral objectives, educational methodology, learning theory, barrier identification, community resources for health education efforts, and evaluation techniques.

Graduate Courses

HEP 501. Research. Credit hours to be arranged. P/N only.

HEP 502. Supervised College Teaching. Credit hours to be arranged.

HEP 503. Thesis. Credit hours to be arranged. P/N only.

HEP 505. Reading and Conference. Credit hours to be arranged.

HEP 506. Special Problems. Credit hours to be arranged.

HEP 507. Seminar. Credit hours to be arranged. Current topics are Advanced Statistics in Health, Community Organization for Health, Financial Management of Health Care Institutions, Health Facilities Organization and Management, Health Grantsmanship, Health Planning, Health Policy Analysis, Interpersonal Processes and Community Health Education, Instructional Methodology and Materials in Community Health Education, Legal Aspects of Health Care Administration, and Medical Care Organization.

HEP 509. Practicum. Credit hours to be arranged. Advanced registration required. College-Level Health Teaching and Health Services-Related Agencies are current topics.

HEP 510. Experimental Course. Credit hours to be arranged.

HEP 521. Research Methods. 3 credit hours. Research design, sample selection, questionnaire construction, interviewing techniques, the interpretation and presentation of data and related facets of health research. Prerequisite: HEP 431 or instructor's consent. 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 1983-84.

HEP 542. Sex Education. 3 credit hours. Designed primarily for teachers; emphasizing curriculum organization, teaching methods, and materials. Prerequisite: HEP 451 or equivalent. Kime.

HEP 543. Advanced Health Instruction. 3 credit hours. Basic steps in planning programs for public and school health education. Consideration of the organization of in-service programs, determination of priorities, and interpretation of roles of school health coordinators. Cottrell, Schlaadt.

HEP 551. Basic Issues in Health Education. 3 credit hours. Current basic issues and problems in health education; economic and social forces affecting health

education; implications for programs. Prerequisite: graduate standing. Davis.

HEP 552. Administration of Health Programs. 3 credit hours. Not offered 1983-84.

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. Gordon, Hackman.

HEP 554. Recent Progress in Disease Control. 3 credit hours. New knowledge discussed by experts actively engaged in various medical and surgical specialties. Prerequisites: anatomy, physiology, and HEP 352. Gordon.

HEP 555. Psychopharmacology. 3 credit hours. Essential facts and theories relating to 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. Development, organization, and implementation of safety programs in industry with application to other settings.

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.

HEP 571. World Health Problems. 3 credit hours. Designed to provide teachers and health workers with 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.



School of Journalism

201 Eric W. Allen Hall
Telephone 686-3738
Everette E. Dennis, Dean

Faculty

Jeremy Cohen, Ph.D., Assistant Professor (news-editorial, communication research). B.A., 1973, San Francisco State; M.A., 1979, Southern California; Ph.D., 1983, Washington.

John W. Crawford, M.A., Professor Emeritus (advertising). B.A., 1935, Northwestern; M.A., 1958, Michigan State.

Everette E. Dennis, Ph.D., Professor (communication research, news-editorial). B.S., 1964, Oregon; M.A., 1966, Syracuse; Ph.D., 1974, Minnesota.

Charles T. Duncan, M.A., Professor Emeritus (news-editorial). A.B., 1936, M.A., 1946, Minnesota.

Jack D. Ewan, M.S.J., Associate Professor (advertising, public relations). B.S.J., 1948, M.S.J., 1964, Northwestern.

Roy K. Halverson, Ph.D., Associate Professor (news-editorial). B.S., 1957, M.S., 1963, Wisconsin, Madison; Ph.D., 1970, Illinois.

Mary S. Hartman, M.S., Assistant Professor (news-editorial). B.A., 1960, Washington State; M.S., 1982, Oregon.

John L. Hulteng, M.S., Professor Emeritus (news-editorial). Ph.B., 1943, North Dakota; M.S. 1947, Columbia.

Lauren J. Kessler, Ph.D., Assistant Professor (news-editorial). B.S.J., 1971, Northwestern; M.S., 1975, Oregon; Ph.D., 1980, Washington.

James B. Lemert, Ph.D., Professor (communication research). A.B., 1957, M.J., 1959, California, Berkeley; Ph.D., 1964, Michigan State.

Duncan L. G. McDonald, M.S., Assistant Professor (news-editorial). B.S., 1966, Ohio; M.S., 1972, Oregon.

Kenneth T. Metzler, M.S.J., Professor (magazine). B.S., 1956, Oregon; M.S.J., 1967, Northwestern.

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., 1954, Wyoming; M.S., 1960, Oregon; Ph.D., 1972, Texas.

Galen R. Rarick, Ph.D., Professor (communication research, news-editorial). B.A., 1948, Denver; M.A., 1951, Ph.D., 1963, Stanford.

Robert R. Taber, M.A., Assistant Professor (advertising). B.A., 1971, Idaho; M.A., 1973, Oregon.

Stephen J. F. Unwin, M.A., Associate Professor (public relations, advertising). B.A., 1952, M.A., 1968, Oxford.

R. Max Wales, M.A., Professor Emeritus (advertising, public relations). B.A., 1933, Washburn; M.A., 1956, Iowa.

Carl C. Webb, M.A., Associate Professor Emeritus (news-editorial). B.S., 1932, M.A., 1950, Oregon.

Willis L. Winter, Jr., Ph.D., Professor (advertising). B.S., 1950, California, Berkeley; M.S., 1957, Oregon; Ph.D., 1968, Illinois.

A Department of Journalism was organized at the University of Oregon in 1912 and became one of the University's professional schools in 1916. It is one of the oldest journalism schools in the United States. The sequences in advertising, magazine journalism, 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 touches every aspect of life, journalism majors need as broad a liberal education as possible. At the University, 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 departments in the College of Arts and Sciences, particularly literature, history, economics, political science, psychology, and sociology.

This pattern is the standard for all programs accredited by the ACEJ. The University is one of approximately eighty schools with accredited programs. Fewer than ten universities are accredited in as many as five sequences. Oregon is the only such school west of the Mississippi River.

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 often are available at newspapers, broadcasting stations, advertising agencies, and public relations departments. The school works with the University's Career Planning and Placement Service in helping students find part-time employment while they are in school and full-time employment upon graduation.

Preparation. 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 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 and premajor is advised by a faculty member in planning an indi-

visualized program 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 head 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 head 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 head adviser for reassignment.

Students in other University departments who want to become prejournalism students during their freshman or sophomore years should apply through the Office of Admissions.

Prejournalism Preparation

The following courses are open to prejournalism students: The 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 expected to learn to type, and they are advised to participate in extracurricular journalistic activities.

Sample Freshman Program. Described below are some course suggestions 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 3 credit hours each term of either Introduction to Literature (Eng 104, 105, 106) or World Literature (Eng 107, 108, 109); 3 credit hours each term of either History of Western Civilization (Hst 101, 102, 103) or History of the United States (Hst 201, 202, 203); 3 credit hours each term in 200-level economics courses; 3 or 4 credit hours each term in either a foreign language, mathematics, science, anthropology, geography, philosophy, political science, psychology, religion, or sociology; 3 credit hours each term from either The Mass Media

and Society (J 224), English Composition (Wr 121), Fundamentals of Speech Communication (RhCm 121), Introduction to the Electronic Mass Media (ToF 341); Use of the Library (Lib 127), or Personal Health (HES 250). 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 available in 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 (GPA) 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; F's, and N's count as 0 points).
- (4) Completed with a grade not lower than C-Journalistic Writing (J 250).

Note: J 250 must be taken on a graded basis; the Pass/No pass option is not available to students seeking admission to the School of Journalism.

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 majors 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 credit 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-credit-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 (CE) 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.

Requirements for Graduation

In addition to meeting University requirements for the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, a student seeking such a degree with a major in journalism must meet the following requirements:

- (1) Satisfactorily complete at least 36 credit hours in journalism, of which at least 30 must be upper-division, and at least 27 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 credit hours in journalism, he or she must earn correspondingly more than 186 total credit 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 (J 485), History of Journalism (J 487), and Journalism and Public Opinion (J 494).
- (5) Earn a cumulative University of Oregon GPA of 2.50 or better.
- (6) Earn a total of no more than 3 credit hours in Workshop: Internship (J 408).

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 arts 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 3 credit hours each in literature (not including courses dealing primarily with film); (2) three courses of at least 3 credit hours each in history; (3) three courses of at least 3 credit hours each in economics; (4) three additional blocks of courses, each block consisting of at least 9 related credit hours, from among these areas: anthropology, economics, geography, history, mathematics, philosophy, political science, psychology, religion, science, or sociology. (Courses numbered 199, 200, 400, 401-406, 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 journalism, news-editorial, public relations, and radio-television journalism, as well as course work in mass communication research and photojournalism.

If a student wishes to designate a major area of emphasis on his or her transcript, four of the following five courses must be taken in each sequence, except for radio-television journalism, in which case five of the six courses listed must be taken.

Advertising. Principles of Advertising (J 341); Media of Advertising (J 441); Advertising Campaigns (J 444); Advertising Copy Writing (J 446); Advertising Layout (J 447).

Magazine Journalism. Production for Publication (J 321); The Journalistic Interview (J 463); Magazine Article Writing I (J 468); Magazine Editing (J 470); Magazine Design and Production (J 471).

News-Editorial. Production for Publication (J 321); Photojournalism (J 336); Reporting I (J 361); Reporting II (J 462); Newspaper Editing (J 464).

Public Relations. Production for Publication (J 321); Reporting I (J 361); Principles of Public Relations (J 459); Public Relations Writing (J 465); Public Relations Problems (J 483).

Radio-Television Journalism. Seminar: Radio-Television Station Management (J 407); Radio-Television News I (J 431); Radio-Television News II (J 432); The Journalistic Interview (J 463); Advanced Radio News (J 433); **or** Advanced Television News (J 434).

Other suggested courses in each of the five major option sequences are:

Advertising. Marketing Systems and Demand Analysis (Mktg 311); Production for Publication (J 321); International Advertising (J 443); Advertising Agencies and Departments (J 445); Advertising Research (J 448); Advertising and Society (J 449); Principles of Public Relations (J 459); Law of the Press (J 485).

Magazine Journalism. Photojournalism (J 336); Principles of Advertising (J 341); Reporting I (J 361); Advertising Copy Writing (J 446); Advertising Layout (J 447); Principles of Public Relations (J 459); Newspaper Editing (J 464); Magazine Article Writing II (J 469); Law of the Press (J 485).

News-Editorial. Newspaper Management (J 421); The Journalistic Interview (J 463); Magazine Article Writing I and II (J 468, 469); Law of the Press (J 485); History of Journalism (J 487); Journalism and Contemporary Affairs (J 495).

Public Relations. Photojournalism (J 336); Principles of Advertising (J 341); Elementary Television Workshop (TcF 344); Workshop: Public Relations Internship (J 408); Advertising Copy Writing (J 446); Magazine Article Writing I (J 468); Magazine Editing (J 470); Magazine Design and Production (J 471); Law of the Press (J 485); Journalism and Public Opinion (J 494).

Radio-Television Journalism. Principles of Advertising (J 341); Elementary Television Workshop (TcF 344); Elementary Radio-Television Writing (TcF 347); Reporting I (J 361); Seminar: Radio-Television Problems (J 407); Media of Advertising (J 441); Concepts in Visual Production (TcF 444); Television Direction (TcF 445); Radio-Television Programming (TcF 446); Reporting II (J 462); International Journalism (J 491).

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 are available on a graded or a P/N basis, except those specifically designated in the catalog and the time schedules of classes as graded only or P/N only.

For courses taken for undergraduate credit, a grade of P is understood to mean work performed at the C level or better. For courses taken for graduate credit, P means work at the level of B or better.

Undergraduate majors may receive credit toward the satisfaction of degree requirements for no more than three P/N journalism courses for which grading is optional. Graduate majors will receive no credit satisfying degree requirements if the P/N option is selected for a journalism course. Graduate majors will receive credit toward satisfaction of degree requirements for no more than 6 credit hours of P/N 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 GPA of 2.50 or better.

Secondary School Teaching

The School of Journalism offers work toward preparation 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, students 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. The Mass Media and Society (J 224), Journalistic Writing (J 250), Production for Publication (J 321), Photojournalism (J 336), Principles of Advertising (J 341), Reporting I (J 361), Methods of Teaching Journalism (J 455), Newspaper Editing (J 464), and Law of the Press (J 485).

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 (M.A.) and Master of Science (M.S.) degrees. Programs include advertising, broadcast news, communication research, magazine journalism, news-editorial journalism, and public relations.

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 GPA of at least 3.00 (B), and must submit Graduate Record Examination (GRE) Verbal and Quantitative scores totaling at least 1100.

Students may be admitted conditionally for graduate study if they can offer evidence that a graduate course of study will be pursued successfully. Such evidence might include exemplary scores on the GRE, a GPA exceeding 3.00 for the last two years of undergraduate work, and experience in journalism.

The Graduate Affairs Committee of the School of Journalism will consider applicants for admission upon receipt of GRE scores, transcripts for all college work undertaken, an application form, and a statement of purpose.

Advising. An adviser will be appointed for each graduate student in the school by the chair of the Graduate Affairs Committee.

Course programs for graduate students are planned individually through consultation with advisers. Graduate students are required to see their advisers at least once a term.

Requirements for Graduation

Candidates for the master's degree must earn at least 45 graduate credit hours with a cumulative GPA above 3.00. Courses that do not carry graduate credit are not considered in determining the graduate GPA.

Degree Options. Candidates for the master's degree in journalism have 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 are awarded. This option is strongly urged 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 are awarded. This option is suggested for students with strong professional interest in a specific area of the curriculum of the School of Journalism.

Each student who chooses option (1) or (2) selects a faculty member to supervise the research and writing of the thesis or terminal project. A topic for the thesis or terminal project must be approved by the adviser and the Graduate Affairs Committee before work is begun. A student should register for credit under the appropriate number (J 503 for Thesis or J 509 for Practicum: Terminal Project) during the terms in which the research and writing are done.

(3) 45 credit hours. Course work is followed by a comprehensive written examination. This option is recommended for students with undergraduate majors in disciplines other than journalism who want comprehensive understanding of the field obtainable through the curriculum of the school.

Of the 45 graduate-level credit hours required for completion of degree requirements, at least 30 must be in journalism courses. Nonjournalism courses taken must constitute an integrated program of work in a single area or in closely related areas.

Graduate students receive no credit toward satisfaction of degree requirements for courses carrying journalism credit taken on a P/N basis when the basis of grading is optional. Graduate students receive credit toward satisfaction of degree requirements for no more than 6 hours of P/N work in any other University courses where the basis of grading is optional.

Candidates for the M.A. degree must have completed work in a foreign language through the second year of college or pass an examination demonstrating equivalent mastery. Candidates for the M.S. degree need not fulfill this requirement.

Specific Required Course Work. Students whose undergraduate programs did not include journalistic writing or its equivalent must take Writing for Media (J 461). The course ordinarily is offered only during fall term. It is the prerequisite for most advanced (graduate-level) writing courses but does not carry graduate credit. Thus graduates with little or no background in journalism should expect to take more than 45 credit hours of work. Most students spend four to five terms in the graduate program.

Students must complete the following courses (3 credit hours each): Law of the Press (J 485), Media Research and Theory (J 486), History of Journalism (J 487), Mass Communication and Society (J 511), and either Theories of Mass Communication (J 513) or Public Opinion and Propaganda (J 514).

All master's degree programs must include a minimum of three 500-level journalism courses, including those listed above but not Reading and Conference (J 505) and Special Problems (J 506).

Finally, graduate students in journalism must complete at least two advanced writing courses from among the following (3 credit hours each unless indicated otherwise): Radio-Television News II (J 432); Advanced Radio News (J 433); Advanced Television News (J 434); Advertising Copy Writing (J 446), 4 credit hours; Reporting II (J 462), 5 credit hours; Public Relations Writing (J 465), 4 credit hours; Magazine Article Writing I (J 468); Magazine Article Writing II (J 469); Writing the Nonfiction Book (J 507); Advertising Message Strategy (J 546); Editorial Writing (J 564).

Evaluation of Progress. All graduate students' programs are examined by the Graduate Affairs Committee during progress toward the master's degree:

(1) Each graduate student in journalism is automatically considered for advancement to candidacy in the term following the completion of 12 credit hours of graduate study.

(2) Students not advanced to candidacy at this evaluation are given written notice but may be allowed to continue course work until the completion of 24 credit hours of graduate study. At that time a final decision regarding advancement to candidacy is made.

To be advanced to candidacy, a student must have completed at least 12 credit hours of graduate study with a GPA of better than 3.00. At least three of the following courses must be included: Law of the Press (J 485), Media Research and Theory (J 486), History of Journalism (J 487), Mass Communication and Society (J 511), Theories of Mass Communication (J 513), Public Opinion and Propaganda (J 514).

During the term in which the student completes all other requirements for the degree, he or she takes a final examination. If the student has written a thesis or terminal project, the examination is given by that student's thesis or project committee. If the student has not written a thesis or project, a comprehensive examination is given by a three-member committee: the student's adviser plus two other faculty members of the student's choosing.

Students nearing the completion of their programs should obtain from their advisers copies of a checklist of steps to be taken and examinations to be passed immediately prior to the awarding of the degree. Students are responsible for completing all formalities sufficiently in advance of the deadline.

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 foreign applicant whose native language is not English must also take the Test of English as a Foreign Language (TOEFL).

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 mastery find themselves severely handicapped; they 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 of Oregon 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 201 Allen Hall.

Student Loan Funds. The interest from a \$15,000 endowment fund which was bequeathed to the University by the late Mrs. C. S. Jackson, widow of the founder of the *Oregon Journal*, provides loans to students majoring in journalism.

The Arthur and Marian Rudd Loan Fund, established by a gift to the school from an alumnus, provides loans to 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 \$2,000, are available to journalism students. A folder describing these scholarships may be obtained from the school.

A limited number of graduate teaching fellowships (GTF's), carrying a minimum 9-month stipend ranging from \$2,210 to \$3,138, 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 Graduate Affairs Committee.

Courses Offered

General Journalism: Undergraduate Courses

J 200. SEARCH. 1-3 credit hours.

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. Kessler, McDonald, Nelson.

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. Kessler, McDonald.

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. Because student demand exceeds maximum enrollment, last-term seniors and graduate students are given preference. McDonald.

J 400 SEARCH. 1-3 credit hours.

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. P/N only.

J 406. Special Problems. Credit hours to be arranged. P/N only.

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 any term. Work experience, under faculty guidance, with an advertising agency, broadcasting station, magazine, newspaper, or public relations office. Prerequisite: instructor's consent. May be repeated to a total of 3 credit hours.

J 409. Practicum (G) Credit hours to be arranged. Teaching Methods is a current topic.

J 410. Experimental Course. (G) Credit hours and topics to be arranged.

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, and illustrative cartoons. Drawing ability is useful but not vital to complete some of the assignments. Nelson.

J 485. Law of the Press. (G) 3 credit hours. The constitutional guarantee of freedom of the press; principal 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. Cohen.

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. Survey of mass communication media (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 developing nations.

J 494. Journalism and Public Opinion. (g) 3 credit hours. 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.

General Journalism: Graduate Courses

J 501. Research. Credit hours to be arranged. P/N only.

J 502. Supervised College Teaching. Credit hours to be arranged. May be repeated to a total of 3 credit hours.

J 503. Thesis. Credit hours to be arranged. P/N only.

J 505. Reading and Conference. Credit hours to be arranged.

J 506. Special Problems. Credit hours to be arranged. P/N only.

J 507. Seminar. Credit hours to be arranged. Current topics are History of Journalism, Legal Research for Journalists, Photo Essay, and 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. Halverson, Kessler, McDonald, Rarick.

News-Editorial: Upper-Division Courses Carrying Graduate Credit

J 421. Newspaper Management. (G) 4 credit hours. Survey of community and daily newspaper economics; cost and revenue analyses; production technology; circulation problems and developments; basic accounting; administration and coordination of advertising, editorial, and production departments; week-long internship at a newspaper. Halverson, McDonald.

J 462. Reporting II. (G) 5 credit hours. Newspaper reporting of legislative and executive governmental bodies; political news and other special news areas; civil and criminal courts and appellate procedure. Prerequisite: J 361. Halverson.

J 464. Newspaper Editing. (G) 5 credit hours. Instruction and practice in copy editing and headline writing for the newspaper; emphasis on grammar and style. Instruction and practice in problems involved in evaluation, display, make-up, and processing of written and pictorial news matter under time pressure. Lectures and laboratory. Prerequisite: J 361. Halverson.

News-Editorial: Graduate Course

J 564. Editorial Writing. 3 credit hours. Writing of analysis and opinion for the media of mass communication; examination of methods of formulating editorial policy; operation of editorial pages and editorial sections; trends in the use of the opinion function.

Advertising: Undergraduate Course

J 341. Principles of Advertising. 3 credit hours. Advertising as a factor in the distributive process; the advertising agency; the campaign; the function of research and testing; the selection of media: newspaper, magazine, broadcasting, outdoor advertising, direct mail. Taber, Unwin.

Advertising: Upper-Division Courses Carrying Graduate Credit

J 407. Seminar. (G) Credit hours to be arranged. Public Services Campaigns is a current topic.

J 441. Media of Advertising. (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: J 341, junior standing. Taber, Winter.

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, Mktg 311, or equivalent. Ewan.

J 444. Advertising Campaigns. (G) 4 credit hours. Senior and graduate students put into practice all they have learned in prerequisite classes in a comprehensive campaign involving every aspect, ranging from market research through creative and media strategy formulation to execution. Prerequisites: J 341, 441, 446, 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. Prerequisites: 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 strategy formulation. Lectures and laboratory. Prerequisites: J 250, 341. Ewan, Taber, Unwin, Winter.

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. Prerequisites: J 341, instructor's consent. 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. Prerequisites: senior or graduate standing, instructor's consent. Taber, Winter.

Advertising: Graduate Course

J 546. Advertising Message Strategy. 3 credit hours. Advanced theory and practice in concepts of advertising copy. Emphasis on the search for advertising ideas and their development into message strategy, visual and verbal, for a variety of advertising media. Prerequisite: J 446. Taber, Unwin, Winter.

Broadcasting: Undergraduate Courses

TcF 344. Elementary Television Workshop. 4 credit hours. Theory and practice of television broadcasting.

TcF 347. Elementary Radio-Television Writing. 3 credit hours. Radio and television writing techniques including theory and practice in writing for major styles of continuity. Prerequisite: junior standing.

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. Mueller, Nestvold.

Broadcasting: Upper-Division Courses Carrying Graduate Credit

J 407. Seminar. (G) 3 credit hours. Credit hours to be arranged. Current topics are Radio and Television Management and Radio-Television Problems.

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 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. Prerequisite: instructor's consent. 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. Prerequisite: instructor's consent. Nestvold.

TcF 444. Concepts in Visual Production. (G) 3 credit hours. Study of the processes by which ideas are transformed into visual language; 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.

Magazine: Upper-Division Courses Carrying Graduate Credit

J 468. Magazine Article Writing I. (G) 3 credit hours. Writing magazine feature articles; 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: J 321 or instructor's consent. 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. Prerequisite: instructor's consent. Kessler, Nelson.

Public Relations: Undergraduate Course

J 459. Principles of Public Relations. 3 credit hours. Theory and practice of public relations as viewed by business, government, and civic and public service organizations; study of mass media as publicity channels; role of the public relations practitioner; public relations departments and agencies. Open to nonmajors. Ewan, Unwin.

Public Relations: Upper-Division Courses Carrying Graduate Credit

J 465. Public Relations Writing. (G) 4 credit hours. Preparation of press conferences, press kits, and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through the broadcasting media. Prerequisites: J 250, 361, 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. Seminar. Credit hours to be arranged. Public Relations in Higher Education is a current topic.

J 520. Public Relations Planning and Administration. 3 credit hours. Intended for graduate students in business, education, public policy and management, leisure studies and services, 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: Undergraduate Courses

J 461. Writing for Media. 4 credit hours. Intended for students without academic or professional journalistic experience. Covers the responsibilities and rights of the public communicator, information gathering and evaluation, and writing for various media outlets. Prerequisite: graduate standing.

J 486. Media Research and Theory. (G) 3 credit hours. Theoretical models of mass communication based on systematic research from which the student may abstract principles for application to a variety of journalism operations; the rationale and techniques of the most-used communication research methods.

Communication Research: Graduate Courses

J 511. Mass Communication and Society. 3 credit hours. Review of the literature of journalism and mass communication with emphasis on media impact; influence, structure, and function of media institutions; and inventory of media industries and professional roles. Designed as an introduction to graduate study in journalism and mass communication. Cohen.

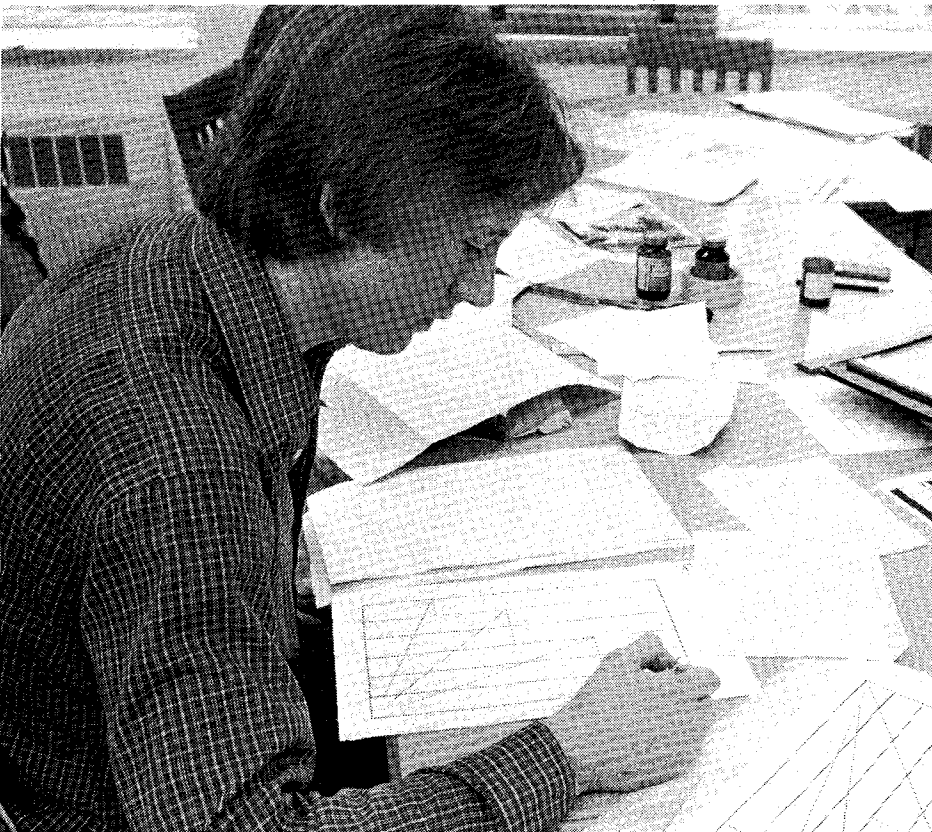
J 512. Communication Research Methods. 3 credit hours. Selection and planning of research studies; class does research project together, with instruction in appropriate methodology and basic statistical analysis. Beginning course in graduate research. Lemert, Rarick.

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 on finding analogues for research findings in decisions and choices made by mass media decision makers. Research in attitude change processes; source, message, channel, and receiver variables in the mass-communication process. 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 with instructor's consent. 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 with instructor's consent. Lemert.



Labor Education and Research Center

154 Prince Lucien Campbell Hall
Telephone 686-5054
Emory F. Via, Program Director

Faculty

James J. Gallagher, B.A., Associate Professor. B.A., 1961, California, Berkeley.

Steve Hecker, M.S.P.H., Assistant Professor; Industrial Hygienist, Occupational Safety and Health Project. B.A., 1972, Yale; M.S.P.H., 1981, Washington.

Emory F. Via, Ph.D., Professor. B.A., 1946, Emory; M.A., 1956, Ph.D., 1964, Chicago.

The Labor Education and Research Center (LERC) was established by the Oregon Legislative Assembly, acting on the recommendation of the Oregon 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 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, the 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 schools held at the University.

Research is an essential part of the role of LERC to generate knowledge about the problems of working people. Research programs are shaped in discussions with unions, employee associations, and workers themselves. Research areas include the problems of the economy as they affect working people, such as employment, job security, and job creation; aspects of working life, such as occupational safety and health, affirmative action and equal opportunity, and technological change; and special sectors of the labor force, such as women and minorities, public employees, and members of particular occupations.

The center is a member of the University and College Labor Education Association and the Pacific Northwest Labor History Association.



Academic credit for workers participating in programs and for full-time students may be arranged, especially through cooperation with the Continuing Education office and the Summer Session office. Six courses are available directly through the center, but they are limited to 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 LERC's program may be addressed to the Labor Education and Research Center, 154 Prince Lucien Campbell Hall, University of Oregon, Eugene, Oregon 97403.

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 can be offered each year; recent topics are 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., and 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., 1977, Idaho State; J.D., 1980, Oregon; Idaho bar, 1980.

Lois I. Baker, M.A., Law Librarian Emerita; Professor Emerita, Library Administration. B.A., 1927, M.A., 1932, Oregon; Cert., 1935, California.

Frank J. Barry, LL.B., Professor Emeritus (administrative law, criminal law and procedure, environmental quality, Indian law, natural resources, property). A.B., 1934, California, Los Angeles; LL.B., 1941, Loyola Marymount.

Wendell M. Basye, J.D., Professor (business planning, estate and gift taxes, estate planning, federal income tax, partnerships and corporations). A.B., 1941, Nebraska; J.D., 1947, Virginia; West Virginia bar, 1948.

Derrick A. Bell, Jr., LL.B., Professor and Dean (constitutional law, constitutional law and minority issues, legal process, race, racism and American law). A.B., 1952, Duquesne; LL.B., 1957, Pittsburgh; District of Columbia bar, 1957; Pennsylvania bar, 1960; New York bar, 1966; California bar, 1969.

John E. Bonine, LL.B., Professor (environmental law, pollution control law, legislative and administrative processes). A.B., 1966, Stanford; LL.B., 1969, Yale; California bar, 1970; Oregon bar, 1977.

Donald W. Brodie, LL.B., Professor (administrative law, labor law, regulated industries). B.A., 1958, Washington; LL.B., 1961, New York; 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., 1959, Columbia; Kansas bar, 1954; Oregon bar, 1965.

Caroline Forell, J.D., Assistant Professor (family law, torts, trusts and estates I and II). B.A., 1973; J.D., 1978, Iowa; Oregon bar, 1978.

Bert K. Fukumoto, J.D., Instructor (legal research and writing); Director of Placement; Director, Academic Support Program. B.A., 1978, J.D., 1981, Oregon; Oregon bar, 1981.

Sharon Gordon, J.D., Assistant Professor and Assistant Dean. B.A., 1973, Stanford; J.D., 1977, Oregon; Oregon bar, 1977.

Linda S. Greene, J.D., Associate Professor (civil procedure, constitutional law, employment discrimination). B.A., 1970, California State, Long Beach; J.D., 1974, California, Berkeley; California bar, 1975.

Leslie J. Harris, J.D., Associate Professor (contracts, juvenile law, trusts and estates). B.A., 1973, New Mexico State; J.D., 1976, New Mexico; 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, J.D., 1968, Michigan; Diploma in Law, 1969, Oxford; Diploma in Law, 1973, Stockholm; California bar, 1969. On leave spring 1984.

Orlando John Hollis, J.D., Professor Emeritus, (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1928, Oregon.

Dennis R. Hyatt, M.L.L., Associate Professor; Law Librarian. B.A., 1969, Missouri, Columbia; J.D., 1972, M.L.L., 1974, Washington.

Jon L. Jacobson, J.D., Professor (commercial law, contracts, international law, law of the sea). B.A., 1961, J.D., 1963, Iowa; California bar, 1964.



George W. Kelly, J.D., Instructor (legal research and writing). B.A., 1978, Oberlin; J.D., 1982, Texas; Oregon bar, 1982.

Laird C. Kirkpatrick, J.D., Professor (civil practice, clinical program, civil rights litigation, evidence, Oregon practice and procedure). A.B., 1965, Harvard; J.D., 1968, Oregon; Oregon bar, 1968.

Frank R. Lacy, J.S.D., Professor (civil procedure, creditors' rights, Oregon practice and procedure, restitution and equitable remedies). A.B., 1946, Harvard; J.D., 1948, Iowa; LL.M., 1958, J.S.D., 1971, New York; Iowa bar, 1948; Oregon bar, 1949.

Mary S. Lawrence, J.D., Assistant Professor (legal research and writing); Supervisor, Legal Research and Writing Program. B.A., 1960, M.A., 1962, Michigan State; J.D., 1977, Oregon; Oregon bar, 1977.

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., 1965, Harvard; J.D., 1968, Michigan; California bar, 1968.

Peggy Nagae, J.D., Assistant Professor and Assistant Dean. A.B., 1973, Vassar; J.D., 1977, Lewis and Clark; Oregon bar, 1977.

James M. O'Fallon, J.D., Associate Professor (constitutional law, jurisprudence). B.A., 1966, Kansas; J.D., M.A., 1972, Stanford; California bar, 1973.

Charles R. O'Kelley, Jr., LL.M., Associate Professor (federal income tax I and II, partnerships and corporations, tax policy). A.B., 1970, University of the South; J.D., 1972, Texas; LL.M., 1977, Harvard; Georgia bar, 1973.

Peter A. Ozanne, J.D., Assistant Professor (criminal defense clinic, criminal law, trial practice laboratory). B.A., 1967, Washington; J.D., 1971, Stanford; California bar, 1971; Oregon bar, 1974. On leave 1983-84.

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., 1950, Illinois; Illinois bar, 1950; California bar, 1962.

Milton L. Ray, J.D., Professor Emeritus (business planning and advanced taxation, estate planning, accounting, legal issues). B.A., 1947, Rochester; J.D., 1950, Chicago; Illinois bar, 1950; California bar, 1964.

Eugene F. Scoles, J.S.D., Professor Emeritus. A.B., 1943, J.D., 1945, Iowa; LL.M., 1949, Harvard; J.S.D. 1955, Columbia.

Nancy E. Shurtz, LL.M., Associate Professor (estate and gift tax, estate planning, federal income tax I, legal issues in accounting). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977.

Nancy L. Simmons, J.D., Instructor (legal research and writing). B.A., 1980, J.D., 1983, New Mexico.

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., 1960, New Jersey Institute of Technology; J.D., 1964, Pennsylvania; New Jersey bar, 1965; Oregon bar, 1977.

Wayne T. Westling, J.D., Professor (administration of criminal justice, torts, trial practice laboratory). A.B., 1965, Occidental; J.D., 1968, New York; California bar, 1969; United States Supreme Court bar, 1972; Oregon bar, 1981.

Charles F. Wilkinson, LL.B., Professor (administrative law, public land law, Indian law). B.A., 1963, Denison; LL.B., 1966, Stanford; 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 (J.D.) degree.

The curriculum provides a thorough preparation for the practice of law. The School of Law seeks to have the student acquire knowledge not only of legal doctrine but also of the judicial process and of the social, economic, and political problems with which lawyers must deal. The method of instruction requires an intensive exercise of analytical skills.

Because the curriculum is arranged to present fundamental topics of law during the first year, the first-year program is prescribed.

Substantial participation in classroom discussion is an essential factor in legal education.

To stimulate involvement in classroom discussion, every effort is made to assure first-year students of at least one class with an enrollment limit of 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 continuously enriched by the addition of courses, seminars, and clinics that explore the role of law in new areas of social and economic importance.

The 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 J.D. degree 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 (B.A.), Bachelor of Science (B.S.), or an equivalent degree from this University or some other institution of recognized collegiate rank.

(2) Be 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 be imposed from time to time.

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 at 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 or more legal problems. This assignment must be completed before a student can be granted a professional law degree.

Clinical Experience and Practice Skills Program

The School of Law offers five clinical 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 (L 607), a 2-credit-hour seminar that trains students in important office and practice skills such as interviewing, counseling, and negotiations.

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 through the Lane County District Attorney's office. The clinic develops advocacy skills in the context of criminal prosecutions.

Satisfactory completion or concurrent enrollment in the Trial Practice Laboratory and Legal Profession (L 549) are prerequisites for participation in the Criminal Defense and Prosecution Clinics.

The **Environmental Law Clinical Program** trains students primarily through representation of 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 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 participates in weekly exercises in class and a full trial at the end of the semester.

Ocean and Coastal Law

Second- and third-year students at the School of Law are eligible to begin developing a specialty in the field of ocean and coastal law. Students who satisfactorily complete one of two programs receive a Statement of Completion signed by the dean and by the 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 an academic paper of high quality. Students who complete the two requirements receive a Statement of Completion signed by the dean of the School of Law.

Summer Session

The School of Law offers 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.**

Programs and Activities

There are a wide variety of student activities and organizations. Among these are the *Oregon Law Review*; National Moot Court competition; National Client Counseling competition; Student Bar Association; Land, Air and Water (LAW) Student Research Group; Minority Law Students Association; and chapters of the Order of the Coif, Law Students Civil Rights Research Council, American Civil Liberties Union, Phi Alpha Delta, and Phi Delta Phi.

Admission Procedures

Prelaw Preparation

The School of Law does not prescribe any particular form of prelegal education. Intellectual maturity and breadth of educational background are considered more important than particular subject matter.

In general, the Committee on Admissions prefers a liberal undergraduate background to one that is narrowly specialized, and a thorough training in some broad cultural field is usually 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 are expected to have undertaken an academically challenging course of study. Students with a large number of Pass/No pass 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.

Admissions Correspondence

Specific inquiries, applications, fees, Law School Data Assembly Service (LSDAS) 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 Office of Admissions, possibly delaying action on the application.

Basic Admission Requirements

Applicants must have a baccalaureate degree from an accredited college or university prior to enrolling. Applicants must take the Law School Admission Test (LSAT) and register with the LSDAS. Written recommendations are encouraged and applicants are asked to submit personal statements in lieu of interviews.

While admission requirements are flexible and the applicant's entire background is considered, numerical credentials are weighted relatively heavily. It is unlikely that a candidate with a score of less than 600 or a 35 on the LSAT and an undergraduate GPA of less than 3.00 will be admitted unless one figure is sufficiently high to compensate for the other. Since the number of students that can be accepted is limited, admissions are selective.

For those admitted to the class entering in 1983, the average GPA and LSAT scores were approximately 3.30 and in the 80th percentile, respectively.

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 between September 1 and March 15. The School of Law encourages applications from women and persons from disadvantaged backgrounds and does not discriminate on the basis of race, color, religion, sex, age, handicap, or national origin.

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 LSAT and have an official report of the test scores sent to the school through the LSDAS. 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 LSAT should plan to take it in June, October, or December of the year preceding that for which admission is sought. LSAT 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 LSDAS. Transcripts should be sent to the LSDAS for forwarding and not mailed directly to the School of Law. In order for an applicant to be considered for admission, these transcripts must show completion of at least three years of undergraduate work.

No application to the School of Law will be processed unless accompanied by a Law School Application Matching Form, which is found in each applicant's LSAT and LSDAS registration packet.

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. Although the admission acceptance fee is not credited toward the tuition and fees of enrolling students, applicants who withdraw before registering may receive a partial refund of the fee.

Time of Enrollment

First-year students may begin studies at the school only at the beginning of the fall semester of each academic year. 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 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 are retained as a part of the records of the School of Law.

Previous Law School Study

An applicant who has attended another law school must have the dean of that law school send a letter to the Committee on Admissions stating that the applicant is in good standing and eligible to return to that school without condition.

Transfer Applicants and Visiting Students

An applicant may transfer no more than one year of credit earned in another law school of recognized standing. The right to reject any and all such credit is reserved.

Students who have attended another law school for more than one year may be accepted to attend the School of Law as visiting students. Visiting students are not eligible for degrees from the School of Law.

Transfer applicants must submit, in addition to the application and fee, a letter of good standing, the LSAT scores, and undergraduate and law school transcripts. Transcripts sent directly to the School of Law will be accepted, and applicants need not use the LSDAS.

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. Transfer applications should be filed by June 1.

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
A4.0 B3.0 C2.0 F0.0
N (No pass)0.0

Academic Standards

A student must complete 85 credit hours with grades of D or better in order to graduate.

At the end of any semester in which a student's cumulative GPA falls below 2.00, he or she is placed on probation and remains on probation until achieving a cumulative GPA of 2.00 or better, graduating, or being disqualified.

A student is 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 GPA 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 credit hours with a GPA of 2.00 or better or a cumulative GPA of 2.00 is attained.

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 1983-84 academic year, tuition was \$2,643 for residents and \$3,891 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 Oregon State Board of Higher Education (OSBHE).

The OSBHE defines a nonresident student as one whose official record shows a domicile outside Oregon. Students who have domiciles independent of parents or guardians and receive no financial support from them may qualify as 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.

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 1983-84 costs for a single resident student at the School of Law will average approximately \$6,250 (tuition, fees, books, board and room, and personal expenses); for a married student, costs are likely to be around \$9,750, 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 Office of Business Affairs. 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 the Financial Aid section of this catalog, pages 25-30, for complete information.

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 from a fund established by friends and former students in honor of Lois I. Baker's long service as law librarian of the School of Law and her many personal contributions to the lives and education of several generations of law students.

James D. Barnett Scholarships. One or more scholarships are awarded annually by the faculty of the School of Law to needy and worthy students. The scholarships are supported through the income of an endowment fund, established by Mrs. Winifred Barnett Allendoerfer and Professor Carl Allendoerfer, in memory of 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 from a \$50,000 trust fund established under the will of the late Henry E. Collier, a Portland attorney.

Lorienne Conlee Fowler Law Scholarship.

The Lorienne Conlee Fowler Scholarship, in the amount of approximately \$300, is awarded on the bases of need and scholastic record to a student in the School of Law. The award consists of the income from a \$5,000 trust fund established by the late Dr. Frank E. Fowler in memory of his wife, Mrs. Lorienne Conlee Fowler.

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.

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 bases of financial need and prelegal academic achievement. Recipients are selected by the president of the association and the dean of the school.

Robert T. Mautz Scholarship. One or more scholarships are awarded each year in memory of Robert T. Mautz, Class of 1927. Selection of recipients is made by the dean of the School of Law on the bases of financial need and demonstrated promise of becoming a good lawyer. The scholarships are funded by contributions from several individual lawyers in the Portland firm with which Mr. Mautz practiced and which bore his name during his lifetime. (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.

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.

School of Law Emergency Loan Fund. A fund established by gifts from the Lane County Lawyers' Auxiliary Association is administered by the School of Law to provide short-term loans to students who encounter unforeseen, emergency expenses during a period of enrollment in the School of Law. The amount of loan assistance available is limited.

Academic Calendar for Law Students

The School of Law operates under an early semester calendar. Under this calendar, registration for fall semester takes place in late August, fall semester examinations are given before Christmas vacation, and the spring semester ends in mid-May. For additional information concerning calendar dates, please inquire at the School of Law.

Courses Offered

A complete list of courses with descriptions is in the law school catalog. For a free *School of Law Catalog*, write: School of Law, University of Oregon, Eugene, Oregon 97403.

Required First-Year Courses

L 511, 512. Contracts. 3 credit hours each semester, fall and spring.

L 513, 514. Torts. 3 credit hours each 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 fall semester.

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

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 540. The Civil War Amendments. 3 credit hours.

L 541. Partnerships and Corporations. 4 credit hours.

L 542. Constitutional Law and Minority Issues. 3 credit hours.

L 543, 544. Constitutional Law I and II. 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. 3 credit hours.

L 550. The First Amendment. 3 credit hours.

L 551. Evidence. 3 or 4 credit hours.

L 552. Business Torts. 3 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.
Consumer Protection.
Corporate Reorganization.
Employment Discrimination.
Immigration Law.
Juvenile Law.
Law and Economics.
Legal Externship Program.
Legal Issues in Accounting.
Nonjudicial Dispute Resolution.
Office Practice.
Pollution Control Law.
Public Utilities and Rate Making.
Public Land Law.
Sex-Based Discrimination.
Supreme Court Decision Making.
Tax Policy.

Clinical Experience and Practice Skills Programs

L 607. Seminar. Credit hours to be arranged.
Advanced Appellate Advocacy.
International Law Moot Court Team Workshop.
Law Review.
The Lawyering Process.
Legal Externship Program.
Legislative Issues Workshop.
Moot Court Board.
Moot Court National Team Workshop.
Trial Practice Laboratory.

Note: The following four clinics require concurrent enrollment in the seminar entitled *The Lawyering Process*:

Civil Practice Clinical Program.
Criminal Defense Clinic.
Criminal Practice Clinical Program—Prosecution.
Environmental Law Clinic.



School of Music

150 Music Building
Telephone 686-5662
Morrette L. Rider, Dean

A Department of Music was established at the University of Oregon in 1886. The School of Music was organized in 1900 and admitted to membership in the National Association of Schools of Music in 1928. The standards of the school are in accordance with those 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 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., 1950, Westminster, Wilmington; M.A., 1976, Goddard.

Exine Anderson Bailey, M.A., Professor (voice, pedagogy). B.S., 1944, Minnesota; M.A., 1945, Professional Diploma, 1951, Columbia.

R. Wayne Bennett, Ph.D., Assistant Professor (wind ensemble, clarinet); 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., 1958, Mannes College of Music; M.A., 1960, Ph.D., 1964., Columbia.

Francis W. Bittner, M.A., Professor Emeritus (piano, music theory). B.Mus., 1936, Cincinnati Conservatory of Music; M.A., 1943, New York.

Leslie T. Breidenthal, A.Mus.Doc., Professor (voice). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan.

John Brombaugh, M.S., Adjunct Professor (organ construction). B.S., 1960, Cincinnati; M.S., 1963, Cornell.

Richard G. Clark, D.M.A., Assistant Professor (choral conducting, music education). B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington.

Edmund A. Cykler, Ph.D., Professor Emeritus. A.B., 1926, California, Berkeley; Ph.D., 1928, Charles University, Czechoslovakia.

Charles Dowd, M.A., Associate Professor (timpani, percussion, jazz studies). B.A., 1970, San Jose State; M.A., 1971, Stanford.

David E. Gustafson, Adjunct Instructor (piano technology).

John M. Gustafson, Ph.D., Associate Professor Emeritus (music education). A.B., 1947, Augustana; M. Mus., 1951, Michigan; Ph.D., 1956, Florida State.

John Hamilton, D.M.A., Professor (organ, harpsichord). A.B., 1946, California, Berkeley; M.Mus., 1956, D.M.A., 1966, Southern California.

Lois Neuwiesinger Harrison, Ed.D., Associate Professor (music education). B.S., 1951, Trenton State; M.A., 1953, Ed.D., 1974, Columbia. On leave fall 1983.

Derek E. Healey, D.Mus., Associate Professor (composition, music theory). B.Mus., 1961, Durham; D.Mus., 1974, Toronto.



J. Robert Hladky, A.Mus.Doc., Professor (violin, cello, music history); Member, University Trio. B.Mus., 1950, Oklahoma State; M.Mus., Performer's Certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music.

George Hopkins, B.A., Professor Emeritus (piano.) Teachers Certificate, 1918, Peabody Conservatory; B.A., 1921, Oregon.

Robert I. Hurwitz, Ph.D., Associate Professor (theory, history); Chair, Musicianship and History; Member, Eugene Symphony. A.B., 1961, Brooklyn; 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, Kammerer-Dowd Jazz Duo, Faculty Brass Quintet; Director, Brass Choir. B.Mus., 1964, M.Mus., 1965, Oregon.

Homer T. Keller, M.Mus., Professor Emeritus (composition, music theory). B.Mus., 1937, M.Mus., 1938, Eastman School of Music.

Marsha E. Mabrey, M.M., Assistant Professor (orchestral conducting, instrumental music education); Director, University Symphony. B.M., 1971, M.M., 1972, Michigan.

Gary M. Martin, Ph.D., Professor (music education, music history); Associate Dean; Director, Earely Musick Players. B.A., 1961, M.A., 1963, Adams State; Ph.D., 1965, Oregon.

Lawrence C. Maves, Jr., M.Mus., Associate Professor (violin); Director, Sinfonietta; Member, University Trio. B.Mus., 1954, M.Mus., 1959, Oregon; Diploma, 1958, Juilliard School of Music.

Sarah Calkins Maxwell, B.A., Adjunct Professor (harp). B.A., 1957, Oregon.

John C. McManus, M.A., Professor Emeritus (clarinet, music education). B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia.

Bernard McWilliams, D.M.A., Associate Professor (violin, viola); Member, Eugene Symphony. B.M., 1964, Southern California; M.Mus., 1970, Maryland; D.M.A., 1978, Iowa.

James A. Miller, A.Mus.Doc., Professor (voice, chamber choir). B.A., 1952, Goshen; M.Mus., 1956, A.Mus.Doc., 1963, Michigan.

Randall S. Moore, Ph.D., Associate Professor (music education); Chair, 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, Eugene Symphony. B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.M.A., 1980, Eastman School of Music.

Robert E. Nye, Ph.D., Professor Emeritus (music education). B.Ed., 1932, Milwaukee State Teachers; M.A., 1942, Ph.D., 1949, Wisconsin.

Harold Owen, D.M.A., Professor (composition, music history, musicianship); Chair, Composition. B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California.

Morrette L. Rider, D.Ed., Professor and Dean (chamber music, conducting, pedagogy). B.Mus., 1942, M.Mus., 1947, Michigan; D.Ed., 1955, Columbia.

H. Royce Saltzman, D.M.A., Professor and Associate Dean (choral music). B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California.

Victor Steinhardt, M.A., Associate Professor (piano). B.Mus., 1964, Mount St. Mary's; M.A., 1967, California, Los Angeles.

Stephen Stone, D.M.A., Associate Professor (Field Instructional Services, choral music, jazz history); Assistant to the Dean. 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. B.S., 1961, Juilliard School of Music; M.Mus., 1962, Manhattan School of Music; D.M.A., 1977, Stanford.

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

Monte Tubb, M.A., Associate Professor (musicianship, scoring, composition). B.A., 1956, Arkansas; M.A., 1960, Indiana.

Robert S. Vagner, M.Mus., Professor Emeritus (clarinet, music education, director of bands). B.A., 1935, M.A., 1938, Colorado State; M.Mus., 1942, Michigan.

Jeffrey Williams, D.M.A., Assistant Professor (trombone and low brass); Chair, Ensemble Performance Studies; Coordinator, Jazz Studies; Member, Eugene Symphony, Oregon Brass Quintet. B.Mus., 1965, Texas; M.S., 1966, Illinois; D.M.A., 1974, Texas.

William C. Woods, M.Mus., Professor Emeritus (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 (B.A.) in music; Bachelor of Science (B.S.) in music; Bachelor of Music (B.Mus.) in performance; B.Mus. in music education (instrumental option); B.Mus. in music education (choral-general option); B.Mus. in music education (combined instrumental-choral option); B.Mus. in music education with state handicapped learner endorsement; B.Mus. in music education with handicapped learner specialization; B.Mus. in composition; B.Mus. in music theory; B.Mus. in music merchandising.

Graduate Degrees

Graduate degrees offered by the School of Music are Master of Music (M.M.) in choral conducting; M.M. in composition; M.M. in music education; M.M. in performance and music literature; M.M. in performance with a group major in woodwind or brass instruments; M.M. in performance on early keyboard instruments; M.M. in piano pedagogy; Master of Arts (M.A.) in music education; M.A. in music history; M.A. in music theory; Doctor of Musical Arts (D.M.A.) with primary and supporting areas in composition, history and musicianship, music education, performance; Doctor of Education (D.Ed.) with a primary area in music education (through the College of Education); Doctor of Philosophy (Ph.D.) with a primary area in music education (through the College of Education).

Note: The D.Ed. and Ph.D. degree programs offer the primary area in music education; the supporting area for these degrees is outside the School of Music. Further information on these degree programs is available from the School of Music office.

Proposed Minor

The School of Music plans to offer a formal minor in music beginning fall 1983. The music minor requires a minimum of 27 credit hours, distributed as follows:

Core Courses. Students must choose either Option A or Option B.

Option A (3 credit hours each): Basic Music (Mus 125) and Introduction to Music and Its Literature (Mus 201-203).

Option B (4 credit hours each): Musicianship I (Mus 111-113).

Courses in History and Literature. Choose at least two courses (3 credit hours each) from six on the music minor checklist in the School of Music office.

Courses in Performance. At least 6 credit hours from performance courses on the music minor checklist in the School of Music office.

Electives. Music electives to bring the total credit hours to 27, of which at least 15 must be upper division.

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 inquire at 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 degree requirements. Program descriptions and checklists for both the basic and standard endorsements are available in 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 Arp 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 musical instruments.

Concerts and Recitals

Frequent concerts and recitals are presented on campus throughout the year by visiting artists, members of the School of Music faculty, 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, University Chorale, Chamber Choir, Contemporary Chorus, Symphonic Wind Ensembles, Marching Band, Concert Band, Pep Band, 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 organiza-

tions are planned to complement courses in analysis, history, and criticism offered by the school.

Financial Aid

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).

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 are provided with this instruction free of the extra fee only at the Mus 144 and MuP 171 level or above, 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.

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 is given to upper-class majors and those admitted early. For students who cannot be accepted initially, private study for credit, at extra cost, can be provided with non-University 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 Synthesizer Techniques (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 (Mus 321, 322) and Music Methods for Elementary Teachers (MuE 383), Classroom Instruments (Mus 425), and Teaching Methods: Elementary Choral and General (MuE 412). Students registered for Orientation to Music Education (MuE 326) pay a \$5.00 transportation fee, and students in techniques classes pay a \$4.00 instrument rental fee per term.

Courses for Nonmusic Majors

The School of Music offers numerous opportunities for nonmajors to be involved in music classes and performance ensembles. See page 278 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 applying for admission. Descriptions of specific performance levels, skills, and repertory for each instrument are available in the School of Music. 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 fall term entrance 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; it is used to place 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 degree programs require a specified number of terms of participation in ensemble performance work. The exact requirement is stated under each degree heading. Every student enrolled in performance studies in voice or any orchestral or band instrument must be concurrently enrolled in an ensemble, assigned by the appropriate members of the Ensemble Committee. Students

are given an opportunity to express their preference for a specific ensemble. However, assignments are 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 participate in making the decision. The auditioning committee is named jointly each year by the chairs of the ensemble performance department and the 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, Italian as prescribed by the foreign-language requirement for all B.A. degrees at the University.

(3) Either History of Western Art (ArH 204, 205, 206) or World Literature (Eng 107, 108, 109), 9 credit hours.

(4) A senior project in music subject to approval by the faculty: either a scholarly work, a performance, or a composition.

(5) 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 the 171 level or above, at least 6 of which must be at the 341 level and above and taken at the University.

(6) 36 credit hours in literature and languages.

Bachelor of Science (in Music)

(1) Ensemble Performance: 6 different terms, appropriately assigned.

(2) A senior project in music subject to approval by the faculty: either a scholarly work, a performance, or a 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 the 171 level and above, at least 6 of which must be at the 341 level and above and taken at the University.

(4) 36 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: twelve different terms, appropriately assigned; piano majors: six 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 141 in 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 (a total of 24 credit hours) is required. Two senior recitals are required, one on the major instrument and a second on the two secondary instruments, presenting both solo and ensemble music—both recitals subject to prior faculty approval.

(5) Piano Majors: Piano Pedagogy I and II (MuE 471, 472) and Practicum (MuE 409[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.

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 three terms at the 141 level or above.

(2) Ensemble Performance: eleven 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 hour. Also required are 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; Practicum (MuE 409); piano proficiency examination; two terms in residence; minimum cumulative grade point average (GPA) of 2.50; grade of C or better in all 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 to teach 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 three terms or more at the 200 level) and demonstrate voice capability equivalent to completing three terms of voice at the 144 level or above. Singers must complete the 200-level requirements in voice (usually three terms or more at the 200 level) and demonstrate piano capability equivalent to completing three terms of piano at the 141 level or above.

(2) Ensemble Performance: 11 different terms, appropriately assigned.

(3) Conducting: 6 credit hours, Mus 384, 385, 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. Additional requirements are Mus 111, 112, 113; 201, 202, 203 or equivalents; 221, 222, 223, 224, 225, 226 or equivalents; 384, 385, 386; MuE 326, 412, 413; EPsy 321, 322; Practicum (MuE 409); piano proficiency examination; two terms in residence; minimum cumulative GPA of 2.50; grade of C or better in all 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 to teach 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) Eleven different terms of appropriately assigned ensemble including at least three in instrumental and three in choral ensemble.

(2) Choose three of the four teaching methods courses: MuE 411, 412, 413, 414.

(3) Complete 200-level requirements in a major performing medium (usually three terms or more at the 200 level) and demonstrate piano and voice capability equivalent to completing three terms of piano and voice at the MuP 141 and 144 levels.

(4) Instrumental Techniques: from 3 to 8 credit hours based on student's need as determined in conference with an adviser. Instrumental majors (including some pianists) must complete 8 credit hours.

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 postbaccalaureate program, or as part of a fifth year or master's degree program. The endorsement requires a minimum of 36 credit hours or demonstrated competence and prepares one to teach the mildly handicapped: mildly retarded, learning disabled, and behaviorally disordered. The endorsement requires a basic or standard secondary teaching certificate.

(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)

(1) 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:

(2) Exceptional Child, 3 credit hours, SpEd 430(G).

(3) Diagnosis of Basic Skills, 3 credit hours, SpEd 465(G).

(4) Behavior Management, 4 credits, SpEd 485(G).

(5) Choose one of the following 3-credit-hour courses: Mental Retardation (SpEd 464[G]), Behavior Disorders (SpEd 463[G]), Learning Disabilities (SpEd 466[G]), The Physically Handicapped (SpEd 476), Seminar: 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) Instrumental Conducting I, II, (Mus 387, 388), 4 credit hours; Advanced Analysis (Mus 430, 431, 432), 6 credit hours; 18th-Century

Counterpoint (Mus 433), 2 credit hours; Fugue I, II (Mus 434, 435), 4 credit hours; Scoring for Voices and Instruments (Mus 439), 3 credit hours.

(2) Ensemble Performance: nine 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 piano as one of the two.

(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.

Bachelor of Music (in Music Theory)

(1) Studio Performance: 18 credit hours, including a minimum of three 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.

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; to sheet music, instrument, recording, 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. Seniors in the program serve one-term internships in music industries throughout the state as a practical application of their classroom learning experience. The program has the enthusiastic support of the retail music industry. For further information call or write Morrette L. Rider, Dean, School of Music.

Graduate Studies

The School of Music offers the following graduate degrees: Master of Music (M.M.), Master of Arts (M.A.), Doctor of Musical Arts (D.M.A.), and through the College of Education, the Doctor of Philosophy (Ph.D.) and Doctor of Education (D.Ed.). The areas of emphasis available for each of these degrees follow:

- M.M. in choral conducting
- M.M. in composition
- M.M. in music education
- M.M. in performance and music literature
- M.M. in performance with a group major in woodwind or brass instruments
- M.M. in performance on early keyboard instruments
- M.M. in piano pedagogy
- M.A. or M.M. in music education
- M.A. or M.M. in music history
- M.A. or M.M. in music theory

D.M.A. with primary and supporting areas in composition, history and musicianship, music education or performance.

D.Ed. with a primary area in music education (through the College of Education).

Ph.D. with a primary area in music education (through the College of Education).

Note: The Ed.D. and Ph.D. degree programs offer the primary area in music education; the supporting area for these degrees is outside the School of Music. Further information on these degree programs is available in 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 Admissions, Graduate Admissions, University of Oregon, a Graduate Application for Admission form, a \$25.00 fee, and an official transcript showing receipt of a baccalaureate degree.

(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 composers, musical scores and tapes; for majors in music education, copies of programs conducted; for other majors, copies of recent programs in which the applicant has participated.

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 of registration each term. Students who do not pass the examinations (or portions thereof) are required to complete prescribed courses to satisfy the requirement.

Additional Admission Requirements for Specific Master's Degree Programs
Choral Conducting, M.M. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano proficiency examination.

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 at the University.

Music History, M.A. Proficiency to enter MuP 341-362 in voice or on an instrument taught at the University.

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.

Participation Requirements for Performance Ensemble

Most graduate degree programs require a specified number of terms of participation in ensemble performance work. The exact requirement is stated under each degree heading. Every student enrolled in performance studies in voice or any orchestral or band instrument must be enrolled concurrently in an ensemble, assigned by the appropriate members of the Ensemble Committee. Students are given an opportunity to express their preference for a specific ensemble. However, assignments are 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 participate in making the decision. The auditioning committee is named jointly each year by the chairs of the ensemble performance department and the studio performance department.

Requirements for Specific Areas of Emphasis in Master's Degrees

CHORAL CONDUCTING, M.M.

(1) Course Requirements. Research Methods (Mus 511), three specified courses in advanced choral analysis, conducting, and performance, 9 credit hours; Advanced Instrumental Conducting (Mus 486); five specified literature courses, 10 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: Advanced Choral Conducting (Mus 509), three terms, 2 credit hours each term; assignment to a 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 55 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 are 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: Composition (Mus 507), a minimum of three terms (3 credit hours); Advanced Composition Studies (Mus 440, 441, 442); Thesis (Mus 503), 9 credit hours: an original composition of major proportions composed under the guidance of a member of the composition faculty, performed, and recorded during the period of M.M. 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: Seminar: Composition with Electronic Media (Mus 407[G]), Seminar: Advanced Aural Skills (Mus 407[G]), Advanced Keyboard Harmony (Mus 425[G]), Score Reading (Mus 426-427[G]), Advanced Analysis (Mus 430, 431, 432[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 adviser 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 is determined by audition before appropriate faculty. (b) A public recital and recording of works composed by the candidate during the period of work on the M.M. degree under the guidance of a member of the composition faculty and subject to approval by the composition faculty jury. (c) A final oral examination reviewing the candidate's thesis composition.

MUSIC EDUCATION, M.M. or M.A.

(1) Primary Area. One of the following: music in elementary education; music in secondary education; instrumental conducting and literature; choral conducting and literature.

(2) Supporting Area. One of 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. Music in School and Society (MuE 532); Curricular Strategies in Music Education (MuE 538); 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 the 400(G) level 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) level or above, within or outside the School 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 receives 9 credit hours from among the electives or 6 credit hours of thesis and 3 of research for a total of 9 credit hours); (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.

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, saxophone, string bass, and percussion.

(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 the 400(G) level or above, 12 credit hours; Ensemble (Mus 591-598), appropriately assigned, three terms.

(2) Electives. Courses at the 400(G) level 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 Piano (MuP 171) 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 specialize in two or more early keyboard 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 the 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 at the 400(G) level 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 the 400(G) level or above, 12 credit hours.

(2) Electives. Courses at the 400(G) level 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 464[G], 465[G], 466[G]), 6 credit hours; courses or seminars in music history or literature at the 400(G) level or above, 6 credit hours; Piano Pedagogy (MuE 471[G], 472[G], 473[G], 491[G]); Practicum (MuE 409[G] or 509), 3 terms; Ensemble (Mus 591-598), appropriately assigned, three 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-minute minimum), both 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 a 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 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 for 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. So that adequate records may be available to the Graduate Committee of the School of Music, the student should file immediately with the graduate secretary of the School of Music copies of all communications pertaining to progress on the degree program and records of completion of specific requirements.

Conditional Admission

(1) *Send to the Office of Admissions, University of Oregon:*

- (a) Graduate Application for Admission form;
- (b) an official transcript showing receipt of a baccalaureate degree.

(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 on the Graduate Record Examination (GRE) Aptitude Tests, both Verbal and Quantitative; the GRE Advanced Music Test; and the Miller Analogies Test (MAT);
- (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 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 of registration each term. Students who do not pass the examinations (or portions thereof) must successfully complete prescribed courses in order to satisfy 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 for 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. Furthermore, some departments may require that the dissertation be completed within a certain number of years after advancement to candidacy (e.g., three years) to ensure currency of knowledge. Students are responsible for informing themselves regarding individual departmental regulations.

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 those 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 of 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 are available on a limited basis to graduate students enrolled during summer sessions.

Additional Requirements for Specific Areas of Emphasis for Doctoral Degrees

COMPOSITION, PRIMARY

(1) Advanced Pedagogy of Musicianship (MuE 491[G]), one term; if the supporting area is other than musicianship, this term is 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 in Physical Education (PEP 540, 541) or equivalents.
- (4) Studio Performance Studies, three terms.
- (5) Thesis (MuE 503), 18 credit hours.
- (6) Minimum of 15 credit hours in additional graduate MuE courses.

MUSIC EDUCATION, SUPPORTING

- (1) Research Methods (Mus 513).
- (2) Statistical Methods in Physical Education (PEP 540) or equivalent.
- (3) Studio Performance Studies, three terms.
- (4) Minimum of 9 credit hours 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, musicianship, and the supporting area.
- (4) Supervised College Music Teaching (MuE 502), three terms, one each in history, musicianship, and 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 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), 426-427(G), 430-432(G), 433-444(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: Thesis Organization (MuE 507).
- (3) Thesis (Mus 503), 6 credit hours.
- (4) Three public performances on the University 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 before advancement to candidacy but after meeting the following conditions:

- (1) formal admission to the doctoral program;
- (2) completion of all course work in the examination area;
- (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 on 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 must be an original composition of major proportions composed during doctoral study and performed and recorded on the University campus. For candidates whose primary area is performance, the dissertation consists of three required public performances and a written dissertation focusing on some aspect of the performance medium.

Final Examination. A final oral examination is required in all areas. The candidate is expected to defend the dissertation and show a command of the primary area. Members of the dissertation advisory committee normally conduct the final examination; their appointment is subject to the approval of the dean of the Graduate School.

Courses Offered**Instruction for Nonmusic Majors**

Note: The following courses are primarily for 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.

Special classes are frequently 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, and History of Rock and Roll.

Note: The following credit-earning ensembles are available for all students regardless of major: Mus 191, 391, 591. Collegium Musicum. Mus 194, 394, 594. Chamber Ensemble: Brass Choir, other ensembles as needed.

Mus 195, 395, 595. Bands: Marching Band, Pep Band, Symphonic Band, Wind Ensemble.

Mus 196, 396, 596. Orchestra: Sinfonietta, 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

Note: For additional undergraduate courses see Upper-Division Courses Carrying Graduate Credit, pages 280-81.

Music

Mus 111, 112, 113. Musicianship I. 4 credit hours each term. Study of the disciplines of hearing, performing, analyzing, improvising, and composing various kinds of music; terminology, concepts, and the development of aural-visual acuity. For degree candidates in music. Admission by placement in qualifying examinations.

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 nonmajors.

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. Prerequisite: audition or instructor's consent. Upper-division students enroll in Mus 394. May be repeated for a maximum of 6 credit hours.

Mus 195. Band. 1-2 credit hours any term. Marching Band, fall term only, 2 credits; Symphonic Wind Ensemble, 1 credit fall, 2 credits winter and spring; Eugene-University Wind Ensemble, 1 credit fall, winter, spring; Concert Band, winter and spring only, 1 credit; Pep Band, winter 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 a maximum of six terms. 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 a maximum of six terms. Mabrey, Maves.

Mus 197. Chorus. 1-2 credit hours any term. University Singers, Chamber Choir, Vocal Jazz Ensemble, 2 credits; University Chorale, Laboratory Chorus, 1 credit. Prerequisites: audition, instructor's consent. Upper-division students enroll in Mus 397. May be repeated for a maximum of six terms. Clark, Miller, Saltzman, Stone.

Mus 199. Special Studies. 1-3 credit hours.

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 nonmajors. Martin.

Mus 221, 222, 223. Musicianship II. 2 credit hours each term. A continuation of Mus 111, 112, 113. Prerequisite: Mus 113 or equivalent. Healey, Hurwitz, Kammerer, Owen, Tubb.

Mus 224, 225, 226. Analysis. 2 credit hours each term. Study of basic techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. For degree candidates in music. To be taken concurrently with Mus 221, 222, 223. Prerequisite: Mus 113 or equivalent. Hurwitz, Trombley.

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. Prerequisites: Mus 113, 203 or equivalents and instructor's consent.

Mus 251. The Music of Bach and Handel. 3 credit hours. Study of selected compositions by Bach and Handel as masterful examples of the concerto grosso, dance suite, organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors.

Mus 252. The Classic Symphony and Sonata. 3 credit hours. Study of symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the Viennese classic period and its legacy in the 19th century. Primarily for nonmajors.

Mus 253. Introduction to Opera. 3 credit hours. Class study of such operas as *Le nozze di Figaro*, *Carmen*, *Otello*, *Tristan und Isolde*, *Pelléas et Mélisande*, and *The Rake's Progress* as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for nonmajors.

Mus 254. Introduction to 20th-Century Music. 3 credit hours. Evolution and revolution in musical style since Debussy and Mahler; study of selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors.

Mus 258. Music in World Cultures. 3 credit hours. Survey of music from Africa, Asia, and the oral traditions of Europe and the Americas; examines the styles and functions of music in many cultures.

Mus 270. Survey of Jazz in the U.S.A. 3 credit hours. A survey of jazz covering all periods from the turn of the century to the present. Special emphasis on

repertoire of the present within a historical perspective. Analysis of the music of jazz artists including Duke Ellington, Count Basie, Woody Herman, Charlie Parker, and Miles Davis. Improvisation and trends in vocal jazz are also discussed. Primarily a listening course. Stone.

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. Harrison, R. Moore. Laboratory fee required.

Mus 340, 341, 342. Composition II. 3 credit hours each term. Study of conducting and public performance of small works for piano, voice, and small ensembles. Prerequisites: Mus 242 and instructor's consent.

Mus 361, 362, 363. History of Music. 3 credit hours each term. Intensive study of the history of Western music from its beginnings to the present. Primarily for degree candidates in music. Prerequisites: Mus 203, 223, 226 or equivalents. 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, 226 or equivalents and instructor's consent. Clark, Saltzman.

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. Prerequisites: Mus 385, MuE 392 (one term), and instructor's consent. Bennett, Mabrey.

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. Prerequisites: Mus 223, 226, MuE 392 (one term) or equivalents and instructor's consent. Bennett, Mabrey.

Mus 389. Choral Conducting for Instrumental Majors. 2 credit hours. Study of choral conducting techniques. Third term in the conducting sequence for instrumental majors. Prerequisites: Mus 388 and instructor's consent. Clark, 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. Large ensembles performing progressive jazz-rock repertoire. Performances on campus and at jazz festivals. Improvisation as well as repertoire study. Entrance by audition; 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. Prerequisite: audition or instructor's consent. May be repeated for a maximum of 6 credit hours.

Mus 395. Band. 1-2 credit hours any term. See Mus 195 for available bands. May be repeated for a maximum of 6 terms. Prerequisites: upper-division standing and audition. Bennett, Paul.

Mus 396. Orchestra. 1-2 credit hours any term. University Orchestra, University Sinfonietta. Prerequisites: upper-division standing and audition. May be repeated for a maximum of 6 terms. Mabrey, Maves.

Mus 397. Chorus. 1-2 credit hours any term. See Mus 197 for available choruses. May be repeated for a maximum of 6 terms. Prerequisites: upper-division standing and audition. Clark, Miller, Saltzman, Stone.

Mus 398. Opera Workshop. 2 credit hours any term. Study of traditional and contemporary repertory for the musical theater through analysis, rehearsal, and performance of complete and excerpted works;

training in stage movement, diction, and rehearsal techniques. May be repeated for a maximum of 6 credit hours. Prerequisite: instructor's consent. Breidenthal.

Mus 400. SEARCH. 1-3 credit hours.

Mus 405. Reading and Conference. 1-4 credit hours. Individual study of topics at a level beyond that available in regularly scheduled classes. Prerequisites: completion of all regularly scheduled classes related to the topic or equivalents and both instructor's and dean's consent.

Mus 408. Workshop. Credit hours to be arranged. Studies of various topics at an advanced level. Offered periodically according to student and faculty interest.

Note: Additional Mus-prefix courses begin on page 280.

Music Education

MuE 199. Special Studies. 1-3 credit hours.

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. Doerksen.

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. Prerequisites: Mus 321, 322. Laboratory fee required. Harrison, R. Moore, van Rysselberghe.

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 saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, and cello. Primarily for music education majors. 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. Prerequisites: completion of all regularly scheduled classes related to the topic or equivalents and both instructor's and dean's consent.

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. Doerksen.

MuE 412. Teaching Methods: Elementary Choral and General. 3 credit hours. See MuE 411 for details. Laboratory fee. Harrison, R. Moore.

MuE 413. Teaching Methods: Secondary Choral and General. 3 credit hours. See MuE 411 for details.

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. Doerksen.

MuE 419. Senior Colloquium in School Music. 3 credit hours. 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; advanced strumming techniques on the autoharp. Laboratory fee. Prerequisite: instructor's consent. Harrison, R. Moore.

MuE 426. The General Music Program: Elementary. 3 credit hours. Musical development of children from nursery through elementary school; curriculum, methods, materials, and evaluation.

Note: Additional MuE-prefix courses begin on page 280.

Music Performance

MuP 100. Basic Performance Studies. 2 credit hours any term. Piano. Prerequisite: instructor's consent. Maximum of 3 terms permitted. P/N only.

MuP 101-107. Basic Performance Studies. 1 credit hour any term. Voice, strings, woodwinds, brass, percussion, guitar, recorder. Prerequisite: instructor's consent. Maximum of 3 terms permitted. P/N only.

MuP 131, 132, 133. Basic Performance Class Piano. 2 credit hours each term. First-year sequence for students with little or no piano background. Reading on the grand staff, technique, improvisation, ensemble and solo repertoire, playing by ear, adding simple accompaniments. Music majors only.

MuP 141. Intermediate Performance Studies. 2 credit hours any term. Piano. Instruction in performance for students with minimal previous training. Prerequisites: audition, instructor's consent. Extra fee. Maximum of 3 terms permitted. P/N only.

MuP 142-162. Intermediate Performance Studies. 1 credit hour any term. Harpsichord, organ, voice, violin, viola, cello, bass, harp, guitar, flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, baritone horn, tuba, percussion, recorder. Instruction in performance for students with minimal previous training. Prerequisites: audition, instructor's consent. Extra fee. Maximum of 3 terms permitted. P/N only.

MuP 144. Vocal Performance. 2 credit hours any term. Principles of voice production, breath control, and diction are stressed through technical exercises and appropriate song material. For baccalaureate degree candidates who have satisfactorily completed instruction at the level of MuP 140. Prerequisites: audition and sight-reading before voice faculty; instructor's consent. Maximum of 3 terms permitted.

MuP 171-194. Performance Studies (Studio Instruction). 1-4 credit hours any term. Technical and stylistic aspects of artistic solo performance; first level of lower-division study. For instructors, see MuP 140-162. 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 in MuP 171-194, MuP 271-294. Prerequisites: audition, instructor's consent. Enrollment quotas imposed in all media at all levels. Instruction in guitar not available at the graduate level. 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 available instruction without extra fee. Information concerning levels of proficiency at each level in each medium, MuP 140-162 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 2 credit hours.

MuP 200. SEARCH. 1-3 credit hours.

MuP 231, 232, 233. Intermediate Performance Class Piano. 2 credit hours each term. Second-year sequence leading to fulfillment of piano proficiency requirement. Chords, harmonization, transposition, and playing by ear. Closed- and open-score reading. Improvisation in classical and 20th-century traditions. Solo and ensemble repertoire from baroque, classical, romantic, and contemporary periods. Music majors only.

MuP 271-294. Performance Studies (Studio Instruction). 1-4 credit hours any term. Second level of lower-division study. For details, see MuP 171-194. Prerequisites: instructor's consent and proficiency required for satisfactory completion of instruction at the level of MuP 171-194.

MuP 341-362. Performance Studies (Studio Instruction). 1-4 credit hours any term. Piano, organ, voice, violin, viola, cello, bass, harp, flute, oboe, harpsichord, clarinet, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, percussion, recorder. Upper-division study for qualified degree candidates specializing in other than performance. For details, see MuP 171-194. Prerequisites: jury audition and instructor's consent; proficiency required for satisfactory completion of instruction at the level of MuP 271-294.

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. Prerequisites: instructor's consent and jury audition; proficiency required for satisfactory completion of instruction at the level of MuP 271-294.

MuP 400. SEARCH. 1-3 credit hours.

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. Prerequisites: instructor's consent and proficiency required for satisfactory completion of instruction at the level of MuP 371-394.

Upper-Division Courses Carrying Graduate Credit

Note: (G) denotes graduate credit for music majors, (g) graduate credit for nonmusic majors 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. Recent topics are Haydn, Mozart, Beethoven, The Classical Symphony, Wagner, Mahler, Schoenberg, Stravinsky, Bartók, 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. 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, 226, 335 or instructor's consent. 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, 226. Bergquist.

Mus 433. 18th-Century Counterpoint. (G) 2 credit hours. Study of contrapuntal techniques through analysis and composition. Prerequisites: Mus 222, 226 or equivalents and instructor's consent. Owen.

Mus 434. Fugue I. (G) 2 credit hours. Study of contrapuntal techniques of the 19th century through analysis and composition. For details, see Mus 433.

Mus 435. Fugue II. (G) 2 credit hours. Study of contrapuntal techniques of the 20th century through analysis and composition. For details, see Mus 433.

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, 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. Prerequisites: Mus 342 and instructor's consent.

Mus 443. Synthesizer Techniques. (G) 3 credit hours. Basic principles and techniques of music synthesis; laboratory experience using the Moog and Arp synthesizers and other related equipment in the electronic music studio of the School of Music. \$7.50 fee. Prerequisite: instructor's consent. Owen.

Mus 444. Electronic Synthesizer Laboratory. (G) 1 credit hour. 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 (IPA) in analysis and transcription of song and opera texts. 455: Italian and German; 456: French and English. 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 aesthetic quality of the music and its performance.

Mus 458. Music in World Culture. (g) 3 credit hours. 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 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 repertory for string quartet and other ensembles using piano and strings; 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; 19th-century art songs in Germany and France; 20th-century British, American, and continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prerequisite: Mus 363. Miller.

Mus 470, 471, 472. Orchestral Music. (G) 2 credit hours each term. Major types of orchestral music from the 18th to the 20th 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. 473: antiquity to Mozart; 474: Mozart to Verdi; 475: Wagner to the present. Prerequisite: Mus 363. Miller.

Mus 476. Organ Music. (G) 3 credit hours. The organ in church and concert; organ repertoire from the 15th 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 16th 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 on analysis, interpretation, and rehearsal procedures. Review of organizational and administrative procedures for choral organizations. Prerequisites: Mus 384, 385, 386. Saltzman.

Mus 486. Advanced Instrumental Conducting. (G) 3 credit hours. Study of conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Prerequisites: 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) Credit hours to be arranged. Offered periodically.

MuE 409. Practicum. (G) 1-4 credit hours. Supervised experience in guiding learning activities. Prerequisites: instructor's and dean's consent.

MuE 410. Experimental Course. (G) Credit hours to be arranged.

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. Prerequisite: instructor's consent.

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. Prerequisite: instructor's consent. 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.

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. Allen.

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. Allen.

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. Allen.

MuE 491. Advanced Pedagogy. (G) 3 credit hours any term. Sections in brass, college music education courses, composition, history, musicianship, percussion, stringed instruments, voice, woodwinds. Maximum of 9 credit hours permitted. Allen, Steinhart, Thal.

Music Performance

MuP 410. Experimental Course. Credit hours to be arranged.

Graduate Courses

Note: Research, Thesis, and Reading and Conference are available on a limited basis to graduate students enrolled during summer sessions.

Music

Mus 501. Research. Credit hours to be arranged. P/N only.

Mus 503. Thesis. Credit hours to be arranged. P/N only.

Mus 505. Reading and Conference. 1-4 credit hours. Individual study of topics beyond the availability of regularly scheduled classes. Prerequisites: completion of all regularly scheduled classes related to the topic or equivalents and instructor's and dean's consent.

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 hours to be arranged.

Mus 511, 512, 513. Research Methods in Music. 3 credit hours each term. 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, Hurwitz, Martin.

Mus 533, 534. 20th-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 Composition Seminar (Mus 507) required. Prerequisite: Mus 442 or instructor's consent. Healey, Owen, Tubb.

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 1984-85.

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. 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. Not offered 1984-85.

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 20th 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. Performance Practices Before 1800. 3 credit hours. Introduction to 17th- and 18th-century performance practices; investigation of primary sources; comparative study of recorded examples; preparation of a performing edition; class demonstrations. Trombley.

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. Prerequisites: instructor's and dean's consent. P/N only.

MuE 502. Supervised College Music Teaching. Credit hours to be arranged. Doctoral students only.

MuE 503. Thesis. Credit hours to be arranged. Prerequisite: instructor's consent. P/N only.

MuE 505. Reading and Conference. 1-4 credit hours each term. Individual study of topics beyond the availability of regularly scheduled classes. Prerequisites: completion of all regularly scheduled classes related to the topic or equivalents and instructor's and dean's consent.

MuE 507. Seminar. Credit hours to be arranged. Recent topics are History of U.S. Music Education, General Seminar in Music Education, Thesis Organization, and New Trends in Music Education.

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. Prerequisites: knowledge and competence both in the substance of the activity and in curricular planning; instructor's and dean's consent.

MuE 510. Experimental Course. Credit hours to be arranged.

MuE 532. Music in School and Society. 3 credit hours. The nature of various musical experiences and responses in contemporary society, as well as the issue of standards for musical quality. The function of music in elementary and secondary school programs, past and present, and the relationships of those programs to the communities they serve.

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. Curricular Strategies in Music Education. 3 credit hours. Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

MuE 540, 541, 542. Concept Development in College Music Teaching. 3 credit hours each term. Developing knowledge, skills, and attitudes useful for teaching music; exploring their relationship to selected current principles of educational psychology, instructional techniques, tests and measurements. For doctoral students only. Prerequisite: instructor's consent. 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. Prerequisites: instructor's consent and 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 a maximum of 3 credit hours.

MuP 541-562. Performance Studies (Studio Instruction). 1-4 credit hours any term. Graduate-level study for degree candidates specializing in other than performance. For details, see MuP 171-194.

Prerequisites: instructor's consent and jury audition to demonstrate proficiency required to complete MuP 271-294. May be repeated for a maximum of 6 credit hours.

MuP 571-594. Performance Studies (Studio Instruction). 2-4 credit hours any term. Master's-level study for master's degree candidates specializing in performance. For details see MuP 171-194. Prerequisites: instructor's consent and jury audition to demonstrate proficiency required to complete MuP 471-494.

MuP 641-661. Performance Studies (Studio Instruction). 1-4 credit hours any term. Doctoral-level study for degree candidates with a supporting area in performance. For details see MuP 171-194. Prerequisites: instructor's consent and 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. Prerequisites: instructor's consent and 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

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Steven W. Wolfgram, Department Head

Staff

Steven W. Wolfgram, M.A., Professor; Lieutenant Colonel, U.S. Army. B.S., 1964, Wisconsin, Madison; M.A., 1972, Arizona State.

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Thomas M. Boyd, B.S., Assistant Professor; Major, U.S. Army. B.S., 1977, Southern Mississippi.

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William J. Poe, Principal Drill Instructor; Sergeant First Class, U.S. Army.

Ronald Paul, Supply Sergeant; Staff Sergeant, U.S. Army.

David M. Stemple, Administrative Noncommissioned Officer; Staff Sergeant, U.S. Army.

The Department of Military Science is organized as a regular instructional division of the University. The department offers four years of military science courses divided between lower and upper division. These courses are elective and are open to all regular students at the University.

Curriculum

The curriculum is an interdisciplinary course of study designed to meet the following objectives:

(1) to provide a general knowledge of the historical development of the United States Army and its role in support of national objectives; (2) to provide a working knowledge of the general structure of the Army and how various components thereof operate as a team; (3) to develop an understanding of professional ethics; (4) to improve communications skills; and (5) to provide basic leadership skills.

Lower Division. The lower-division courses are normally 1 credit hour each. They provide a basic framework for future courses and emphasize basic military terms, organization, and equipment.

Upper Division The upper-division courses are normally 3 credit hours each. They provide advanced leadership, tactics, and ethics education. A minimum of one written product is completed each term.

Extracurricular Activities

The department supports the activities of a number of cadet organizations such as a drill team, a rifle team, and, for those interested in outdoor activities and individual skills, marauder training. Participation in such activities does not carry University credit.



Courses Offered

Mil 199. Special Studies. 1-3 credit hours.

Mil 121, 122, 123. Military Science I. 1 credit hour each term. Land navigation; basic first aid; introduction to terms, organization, and equipment.

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.

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. Prerequisite: instructor's consent.

Mil 410. Experimental Course. Credit hours to be arranged.

Mil 411, 412, 413. Military Science IV. 3 credit hours each term. Staff and command functions in the military, military justice, leadership, service orientation, leadership development, professional ethics.

The U.S. Army supports R.O.T.C. programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. In addition, the Army sponsors two-, three-, and four-year scholarships. These are awarded by the Army on a competitive basis to students who seek a commission. For those interested in pursuing a commission or scholarship or both, information is available from:

Lt. Col. Steven W. Wolfgram
1679 Agate Street
Eugene, Oregon 97403
Telephone 686-3102

Graduate School of the University

125 Chapman Hall
Telephone 686-5128
Richard H. Hersh, Dean

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.

Shirley L. Menaker, Ph.D., Associate Dean; Associate Professor of Education. B.A., 1956, Swarthmore; M.A., 1961, Ph.D., 1965, Boston.

Toby J. Deemer, Assistant to the Dean for Academic Administration.

Fredrick S. Wilhelm, M.S., Assistant to the Dean for Research. B.S., 1954, M.S., 1970, Oregon.

Diana Sheridan, M.A., Research Assistant. B.A., 1963, Scripps; M.L., 1968, Washington; M.A., 1978, Seattle.

Graduate Council

Richard H. Hersh, Dean, *ex officio*.

Shirley L. Menaker, Associate Dean and Chair, *ex officio*.

Lorraine G. Davis, School and Community Health.

Fay B. Haisley, Teacher Education.

Miriam M. Johnson, Sociology.

Charley A. Leistner, Speech.

William G. Loy, Geography.

Randall S. Moore, Music.

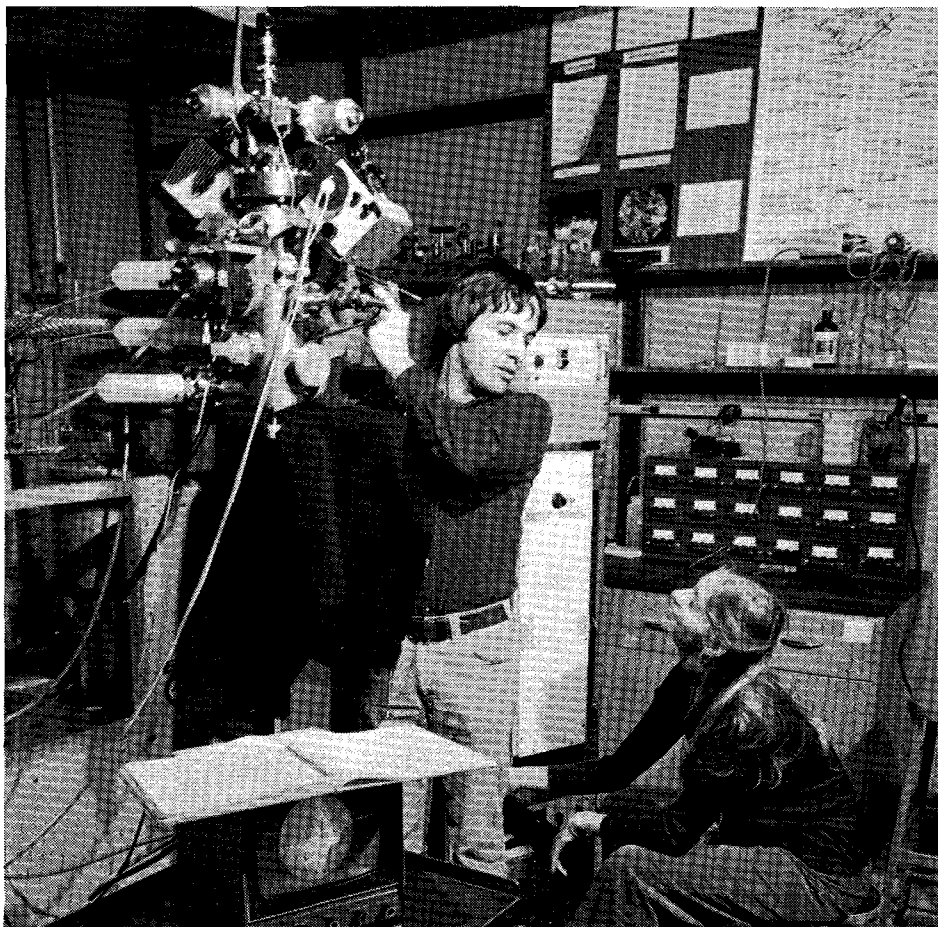
Kenneth H. Paul, Fine and Applied Arts.

Robert E. Smith, Economics.

Advanced Degrees

Through the Graduate School, the University of Oregon offers studies leading to advanced degrees in the liberal arts and sciences and in the professional fields of architecture and allied arts; business administration; education; human development and performance; journalism; and music. The advanced degrees granted are listed below with the department offering programs of study leading to these degrees. In addition to departmental degrees, degrees are offered within some departments in subareas of concentration. Such degrees are 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 Literatures:
M.A., Ph.D.

History: M.A., Ph.D.

Ancient History
East Asia
England since 1485
Europe to 1500
Europe 1400-1815
Europe 1780 to Present
Latin America
Russia
United States

Linguistics: M.A., Ph.D.

English as a Second Language
General Linguistics

Mathematics: M.A., M.S., Ph.D.

Algebra
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.

International Studies: M.A.

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.
Planning, Public Policy and Management: M.A., M.S., M.U.P.
Public Affairs: M.A., M.S.
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-Audiology: M.A., M.S., M.Ed., D.Ed., Ph.D.

College of Human Development and Performance

Dance: M.A., M.S.
Leisure Studies and Services: M.A., M.S., D.Ed., Ph.D.
Outdoor Recreation and Education
Professional Education
Recreation and Park Administration
Recreation Program Supervision
Physical Education and Human Movement Studies: 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
School and Community Health: M.A., M.S., D.Ed., Ph.D.
Community Health Education
Gerontology (Certificate only)
School Health Education

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 Graduate Application for Admission and an official transcript from the college or university from which the applicant received a baccalaureate degree must be sent to

Office of Admissions
P.O. Box 3237
University of Oregon
Eugene, Oregon 97403

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

At the option of the school or department, the applicant may also be requested to furnish additional materials such as transcripts of test scores (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 Postbaccalaureate 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 Office of the Registrar. See Undeclared Graduate Classifications, page 290, 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. Students found to be deficient in English are assigned to special courses in English as a second language. Tutoring on an individual basis during the school term is available through the Learning Resources Center, 5 Friendly Hall; telephone 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 Language Institute. For further information write to the American Language Institute, University of Oregon, 241 Prince Lucien Campbell Hall, Eugene, Oregon 97403, 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's consent).

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 (P/N) 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 fewer 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 are ordinarily required for a master's degree with a departmental major. In addition, there must be at least 9 credit hours in courses numbered 500-599 taken *in residence*. The grade point average (GPA) of all graded courses taken must be 3.00 or better.

Credit Requirements

Students working toward a 45-credit-hour master's degree *with thesis* must register for a minimum of 36 credit hours of course work and 9 credit hours of Thesis (503). With departmental approval, up to 3 of the 9 credit hours of thesis may be taken in Research (501) instead. Credit for thesis and research is given on a Pass/No pass basis.

Second Master's Degree

Students earning the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credit hours after official admission as a master's candidate 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 credit hours). A Concurrent Master's Degree form is available in the Graduate School.

Time Limit

Students must complete all work for the master's degree within seven years, including transferred credits, thesis, 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 (six terms).

In addition, students enrolled in an advanced degree program must attend the University continuously (except for summers) until all of the program requirements have been completed, unless on-leave status (maximum time of 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-credit-hour master's degree program.
- (2) The courses must be relevant to the degree program as a whole.
- (3) The student's major department and the Graduate School must approve the transfer.
- (4) The grades earned must be A, B, or P.

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

Graduate credit is not allowed for correspondence courses.

Transfer of Baccalaureate Credit

Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all baccalaureate degree requirements—may apply up to 9 hours of such credit toward a master's degree (within the overall 15-credit-hour maximum for transfer credit).

Credit hours in Research (501), Thesis (503), Reading and Conference (505), Workshops (508), and Practica/Terminal Projects (509) do not qualify.

Work in graded courses (B or better) and P/N courses (if accompanied by the instructor's statement that the work was of graduate quality) can count toward meeting all relevant University master's degree requirements, with departmental or school approval. A Transfer of Baccalaureate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master's degree program and within two years of earning the baccalaureate degree.

Other University of Oregon

Transferred Credit

Graduate credit earned at the University of Oregon while classified as a postbaccalaureate, community education, or nonprogram summer session student may later be counted toward the master's degree (see Undeclared Graduate Classifications, page 290). 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-credit-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 minimum requirement is the same as described for completing the foreign language for the Bachelor of Arts, page 22. The student's major department may establish a higher level of proficiency or a different 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 and Completion Procedures for Graduate Degrees* (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 departmental 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/N)	.....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 credit hours of Research 501 and 6 of Thesis 503).

** Exceptions: School of Human Development and Performance, 24 credit hours 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.

ISt 501. Research. Credit hours to be arranged. P/N only.

ISt 503. Thesis. Credit hours to be arranged. P/N only.

ISt 505. Reading and Conference. Credit hours to be arranged.

ISt 506. Special Studies. Credit hours to be arranged.

ISt 507. Seminar. Credit hours to be arranged. Current topics are Industrial Relations, Administration of Justice and Corrections, and Asian Studies.

ISt 509. Terminal Project. Credit hours to be arranged.

A student interested in one of the specified interdisciplinary programs approved by the Graduate Council should direct inquiries to the program director. Approved programs and their directors are Asian Studies, Joseph W. Esherick and 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 (Graduate Student Foreign Language Test minimum score of 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 (ISt: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 ISt: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 Terminal Project (ISt 509).
- (4) At least 39 of the 54 minimum credit hours for the degree must be taken *after* the candidate is admitted to the ISt: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, ISt:IP, Graduate School, University of Oregon, Eugene, Oregon 97403.

Interdisciplinary Studies: Individualized Program—Environmental Studies. Within the individualized program, a special set of course offerings has recently been assembled, leading to an interdisciplinary master's degree focusing on environmental studies. This program is centered on the identification, management, and analysis of environmental issues and policies; interaction of environmental sciences, social sciences, and professional fields; and applied environmental problem solving.

The two-year interdisciplinary graduate major requires completion of 66 credit hours. To develop a considerable breadth and substance of knowledge, the student is required to take a minimum of 15 credit hours in each of three areas of concentration. There are 15 credit hours of required courses in geography; planning, public policy and management; biology; and economics (9 credit hours of which can be applied to the concentration areas). Applied project skills are developed through a 6-credit internship, a 9-credit thesis or terminal project, and a 1-credit research or seminar (distributed across all three areas of concentration). For electives, the student may select from over fifty courses related to the environmental studies offered by the University of Oregon.

Students are admitted by an Environmental Studies Committee on a competitive basis. Once admitted, each student must meet with his or her adviser each term to evaluate progress and plan subsequent academic work.

Please address inquiries about the program to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, 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 develops a contract with a program adviser that includes course content in theories of crime and delinquency causation, applied social research, and examination of contemporary issues of justice. The program allows for the development of an internship in situations where the student has had limited practical experience. It is recommended that each participant select an issue of special interest for thorough examination through the entire period of the program. This issue analysis becomes the focus of the required oral examination.

Each student must complete a minimum of one ISt 507 seminar in corrections. The seminars are organized around contemporary policy and practice issues in the administration of justice.

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 on 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 fewer 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: anthropology, economics, geography, history, political science, psychology, and sociology) or in the composite field of science (including work in any three of the following: biology, chemistry, geology, mathematics, and physics). 12 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, no fewer than 9 credit hours 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 graduate-level 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.

A doctoral candidate may fulfill the residency requirement during the period that he or she works to obtain a master's degree on the University campus as long as the doctoral program immediately follows the master's program and when both the master's degree and the doctoral degree are in the same major.

Students working toward a Ph.D. or professional doctorate must register for a minimum total of 18 credit hours in Thesis (503); with departmental approval, up to 6 of the 18 credit hours may be in Research (501). Credit for Thesis and Research is recorded on a P/N 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 and Completion Procedures for Graduate Degrees* (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 sign approval of the dissertation *only* if they have seen and approved what is substantially a FINAL DRAFT and, further, if they are willing to delegate the overseeing of remaining minor revisions to the chair. If this is *not* the case, they should *not* sign the final oral form. If no signed approval form is received by the Graduate School within two weeks following the scheduled oral, another oral eventually must be scheduled to defend the dissertation.

Time Limit

The 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 ensure 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 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 postadvancement period, the candidate must maintain a minimum registration of 3 graduate credit hours per term or an *in absentia* registration (see Continuous Enrollment, page 290, for further information).

Summary of Procedures Leading to Doctoral Degrees

Procedure	Responsible Agency	Chronology
(1) Admission.	Department, school, or college.	First step.
(2) Continuous enrollment. Students enrolled in advanced degree programs must attend the University continuously (except summers) until all program requirements are completed, unless on-leave status has been approved. Enrollment minimum is 3 credit hours of graduate work per term.	Department, school, or college and Graduate School.	Continues during pursuit of degree.
(3) Course work and residence. Student's advisory committee, appointed by school or department, determines the program, which must include three full-time years of accredited graduate 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, involving mainly organized course work) must be spent on the Eugene campus.	Department, school, or college and Graduate School.	After appointment of advisory committee.
(4) Foreign languages or specialized knowledge.	Advisory committee; department, school, or college.	Before comprehensive examinations.
(5) 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.
(6) 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 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 Graduate School. 18 credit hours of Thesis (503) is required after advancing.
(7) In absentia. Postadvancement doctoral students are allowed only a single year of leave following advancement to candidacy. Beyond this, permission to register <i>in absentia</i> is allowed for a reduced term fee, when <i>no</i> work, use of faculty or facilities occurs.	Department, school, or college and Graduate School.	After advancement to candidacy.
(8) Application for degree.	Student via registrar.	First two weeks of the term in which the degree is to be granted.
(9) Defense of dissertation. Application for oral defense, confirmation of agreement to attend, and four copies of final abstract must be filed with the Graduate School no less than three weeks before date of defense.	Department, school, or college and Graduate School.	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 must all be accomplished within a seven-year period. If this period is exceeded, a second year of residency and/or a new set of comprehensive examinations must be taken.
(10) Dissertation publication. \$43.00 fee required for microfilming.	Graduate School and Business Office.	Before certification of completion.
(11) Certificate of completion.	Graduate School; registrar.	After approval of dissertation by committee and Graduate School.
(12) Granting of degree.	General faculty, on certification by Graduate School; registrar.	At end of term in which all degree requirements are satisfied.
(13) Diploma.	Registrar.	Dated as of Commencement.

Doctor of Education

The Doctor of Education (D.Ed.) degree is granted in recognition of the candidate's mastery of theory, practice, and research in professional education or in human development and performance.

General Requirements

A student interested in the D.Ed. degree in the College of Human Development and Performance or in the College of Education must meet the requirements established by the 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 knowledge or a study in which the student deals

with knowledge already available and produces a constructive result of importance and value for educational practice.

Advancement to Candidacy

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

Doctor of Musical Arts

Requirements for the degree of Doctor of Musical Arts include formal admission, proficiency and comprehensive examinations, languages, a program of study (including area of emphasis), and a dissertation. Please consult the School of Music section of this catalog for details. In addition, requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree.

General Requirements and Policies

Course Registration Requirements and Limits

A graduate student may register for up to 16 credit hours of graduate or undergraduate course work. Also included in the 16-hour total are credits earned in pre- and post-session workshops, seminars, and other credit-yielding activities commonly associated with the summer session. Registration in excess of this level requires permission from the appropriate school or department and the payment of additional fees for each extra credit hour.

Graduate students working for an advanced degree must be enrolled continuously until all requirements for the degree are completed (see Continuous Enrollment, page 290). Furthermore, 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 must also 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 Office of the Registrar 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 as a P (Pass) unless the course in question is listed in the most recent *Time Schedule of Classes* as graded only.
- (5) Credit-by-examination is not awarded for Research, 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 GPA in all graduate courses taken in the degree program. Grades of D or F for graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (No pass) is neither accepted for graduate credit nor computed in the GPA.

A GPA 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 nonprogram summer session

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

Up to 15 graduate credit hours (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 a graduate course Incomplete (I) into a passing grade within one calendar year of the assignment of the Incomplete.

Students may request added time for the removal of the 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 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 on-leave status (maximum time of one year, see below) has been approved. Postadvancement doctoral students are allowed only a single year of leave following advancement to candidacy. Beyond this, the doctoral student is permitted to register *in absentia* (for a reduced term fee), 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 serves 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. Otherwise, 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 ensure a place upon return. Only graduate students in good standing are 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 often approves the petition. 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 School of Law. The following is a summary of that policy:

Students enrolled in the University generally have the right to inspect records maintained by the University that directly affect them. The University maintains only student records relevant to the educational or related purposes of the University and will not release those records to anyone other than the student, except 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 Oregon State Board of Higher Education. The tuition schedule for graduate students each term of the 1982-83 academic year was as follows:

Credit Hours	Resident	Nonresident
3	\$263.50	\$ 401.50
4	\$332.50	\$ 516.50
5	\$401.50	\$ 631.50
6	\$470.50	\$ 746.50
7	\$543.50	\$ 865.50
8	\$612.50	\$ 980.50
9-16	\$681.00	\$1097.00
Each credit hour		
over 16	\$ 66.00	\$ 112.00

Every graduate student must make one \$50.00 general deposit annually at the first registration to protect the University against loss or damage to institutional property.

A graduate student not previously enrolled at the University pays a nonrefundable \$25.00 application fee with the application materials to the Office of Admissions.

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 and Current Periodical section 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 (GTF's), 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 GTF contract. Details of appointment procedures are available from the departments of instruction. Reappointment is

subject to departmental policy but is always contingent upon making satisfactory progress toward the degree.

Teaching Fellowships. Nearly all schools and departments award GTF's. In 1982-83 stipends for a .30 standard appointment ranged from \$4,420 to \$6,276 for the academic year. Appointments are at a minimum of 0.15 full-time equivalent (FTE) and a maximum of 0.50 FTE. GTF's must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credit hours per term. Audit hours do not count. Tuition is paid by the University for up to 16 credit hours per term. Failure to complete the minimum of 9 credit hours per term may disqualify an appointment. GTF's 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 sometimes eligible for fellowship awards granted by federal agencies and private 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 Financial Aid for Students section of this catalog, pages 25-30, 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 normally allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Services, 330 Oregon Hall, University of Oregon, Eugene, Oregon 97403.

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 these fields may obtain detailed information concerning the programs and available financial aid from the institute directors whose names appear below.

Center for the Study of Women in Society Participating Faculty

Joan Acker, Ph.D., Associate Professor of Sociology; Director.

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

Jean Stockard, Ph.D., Associate Professor of Sociology; Codirector.

Marion Goldman, Ph.D., Associate Professor of Sociology.

Patricia A. Gwartney-Gibbs, Ph.D., Assistant Professor of Sociology.

Miriam M. Johnson, Ph.D., Associate Professor of Sociology.

Mavis Mate, Ph.D., Associate Professor of History.

Barbara Corrado Pope, Ph.D., Assistant Professor; Program Director of Women's Studies.

Mary K. Rothbart, Ph.D., Associate Professor of Psychology.

Carol Silverman, Ph.D., Assistant Professor of Anthropology and Folklore.

The Center for the Study of Women in Society funds and encourages research on women within a broadly defined sociological perspective. Areas of research include, but are not limited to, women and social structure, symbolic representations of gender and sexuality, and gender differentiation in developmental and life-span perspectives. The center fosters collaboration and interchange among faculty and student researchers interested in questions about women, gender, and the new women's scholarship. Visiting scholars, seminars, conferences, and a lecture series are part of the program. A bequest from William B. Harris in honor of his wife, Jane Grant, a writer and feminist, to establish a Fund for the Study of Women, provides support for the center program. Graduate and dissertation fellowships are provided by the center for students preparing for or engaged in research on women. For further information contact Joan Acker, Director.

Center for the Study of Work, Economy, and Community Participating Faculty

Steven Deutsch, Ph.D., Professor of Sociology; Director.

Joan R. Acker, Ph.D., Associate Professor of Sociology.

Daniel Goldrich, Ph.D., Professor of Political Science.

David Milton, Ph.D., Associate Professor of Sociology.

Donald R. Van Houten, Ph.D., Professor of Sociology.

The Center for the Study of Work, Economy, and Community provides a facilitating structure for interdisciplinary research on issues of work and work organizations, labor force and labor market, the economy and linkages to the community. Some current projects and interests of participants include labor and new technology; American and Japanese organizational and managerial applications within U.S. industry; form, content, and direction of labor-management cooperation in the U.S. economy; changing positions of women in the U.S. labor force; labor and community connections in historical and contemporary perspective; alternative policies for reindustrialization and economic growth in Oregon and the U.S.; international comparisons of worker participation in industry, including quality of working life applications; and energy and community/regional economic development.

The center has hosted visiting American and foreign scholars for varying periods of time and conducts forums, conferences, and seminars as part of its programs. Faculty hold appointments in academic departments. Opportunities are available for graduate and undergraduate student research involvement.

Chemical Physics Institute Participating Faculty

John T. Moseley, Ph.D., Professor of Physics; Director.

Mau Hsiung Chen, Ph.D., Professor of Physics; Research Associate.

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 W. 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 S. Hudson, Ph.D., Associate Professor of Chemistry.

Ira G. Nolt, Ph.D., Professor of Physics; Research Associate.

Associates

Robert M. Mazo, Ph.D., Professor of Chemistry.

Richard M. Noyes, Ph.D., Professor of Chemistry.

Timothy C. Steimle, Ph.D., Professor of Chemistry; Research Assistant.

The Chemical Physics Institute at the University 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 postdoctoral 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 are 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.

Nora Terwilliger, Ph.D., Assistant Professor; Research Associate.

Dan Varoujean, Ph.D., Adjunct Assistant Professor.

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 fall seminar program on a variety of topics.

For detailed information and applications, inquire at the Department of Biology at the Eugene campus, or write to the Director, Oregon Institute of Marine Biology, Charleston, Oregon 97420.

Institute of Molecular Biology Participating Faculty and Associates

Aaron Novick, Ph.D., Professor of Biology; 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.

Edward Herbert, Ph.D., Professor of Chemistry.

Bruce S. Hudson, Ph.D., Associate Professor of Chemistry.

Brian W. Matthews, Ph.D., Professor of Physics.

Warner L. Peticolas, Ph.D., Professor of Chemistry.

John A. Schellman, Ph.D., Professor of Chemistry.

William R. Sistrom, Ph.D., Professor of Biology.

George Sprague, Ph.D., Assistant Professor of Biology.

Karen U. Sprague, Ph.D., Associate Professor of Biology.

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

Thomas H. Stevens, Ph.D., Assistant Professor of Chemistry.

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

Peter H. von Hippel, Ph.D., Professor of Chemistry.

The Institute of Molecular Biology offers the facilities, support, and research guidance necessary for investigations of biological problems at the molecular level. The approach is interdisciplinary, with the techniques of biology, chemistry, and physics all being brought to bear. Problems under active investigation include spectroscopic studies of compounds of biological interest, determinations of the three-dimensional atomic structures of proteins and nucleic acids, the role of solvents in determining macromolecular structure and stability, mechanisms of enzyme catalysis, membrane structure and function, protein-nucleic acid interactions, mechanisms and regulation of protein and nucleic acid synthesis, the molecular basis of mutation and recombination, and the molecular basis of genetic expression.

Staff members hold joint appointments in the science departments at the University. Research scientists are encouraged to visit the institute for varying periods. Graduate awards are given by the institute, and fellowships from the National 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 of 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.

Gary E. Pickard, Ph.D., Assistant Professor of Biology.

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 by providing a formal structure which facilitates collaboration among individual scientists and students from the four departments with neuroscience faculty. It fosters 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 academic departments. Research scientists are encouraged to visit the institute for varying periods of time.

A coordinated program of graduate instruction is offered, supported by faculty 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., Professor of Physics; Director.

Gregory W. Beall, Ph.D., Research Associate.

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 Haydock, Ph.D., Associate Professor of Physics.

Charles Hart, Ph.D., Research Associate.

David R. Herrick, Ph.D., Professor of Chemistry.

James Isenberg, Ph.D., Assistant Professor of Mathematics

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., Professor of Physics.

Associates

Charles W. Curtis, Ph.D., Professor of Mathematics.

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 Planning, Public Policy and Management.

G. Z. Brown, 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 multidisciplinary and generally of one to three weeks duration. Faculty are recruited from member universities; University of Oregon faculty have participated in center activities since 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.

University Continuation Center

333 Oregon Hall

Telephone 686-4231

C. W. Schminke, Director

Curt Lind, Associate Director for
Continuing Education

Corinne Hunt, Associate Director for
Community Education Program

Ron Trebon, Associate Director for
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. Activities include credit and noncredit lectures, conferences, seminars, workshops, and formal courses. Topics range from microcomputer applications to international affairs. They include Oregon history, guitar playing, juvenile justice, great books, 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. In Oregon call toll free 1-800-524-2404; others call (503) 686-4231.

Community Education Program

An important dimension of the University's continuing education responsibility is the Community Education Program, which provides an opportunity for individuals not formally admitted to enroll in University classes.

Community education students may register for a maximum of 7 credit hours 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. 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. In Oregon call toll free 1-800-524-2404; others call (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 Standard Achievement Test (SAT) or American College Test (ACT) 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 who are in good academic standing and were enrolled in the University the previous spring term or have been formally admitted and plan to attend the succeeding fall term. 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 Student Financial Aid prior to February 28.

Housing

Single and multiple rooms in University residence halls are abundant in summer. Student-family housing is limited because units 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 1984 Summer Session are June 19-August 10. Select eleven-week courses begin June 19 and end August 31. Registration day is June 18. Students may also register the first day of class. Detailed registration procedures appear in the *Summer Time Schedule of Classes* available after May 15 from the Office of the Registrar's, 220 Oregon Hall, or at 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. In Oregon, call toll free 1-800-524-2404; others call (503) 686-3475.

Library, Museums, and Computing

University Library

113 Library
Telephone 686-3056

George W. Shipman, University Librarian
Thomas W. Leonhardt, Assistant University Librarian for Technical Services
Patricia W. Silvernail, Assistant University Librarian for Public Services
Donald T. Smith, Assistant University Librarian for Budgeting and Planning
George E. Bynon, Director of Administrative Services

Faculty

Alice J. Allen, A.M.L.S., Associate Professor; Head, Catalog Department. B.A., 1962, Drake; M.A., 1966, Rice; A.M.L.S., 1968, Michigan.

Martin G. Antonetti, M.S., Instructor; Special Collections Department. B.A., 1976, Western Kentucky; M.S., 1982, Columbia.

Michiko I. Banman, M.L.I.S., Instructor; Catalog Department; Bibliographer, Orientalia Collection. B.A., 1975, Hiroshima Jogakuin College; M.L.I.S., 1982, California, Berkeley.

Eugene B. Barnes, Ph.D., Professor Emeritus; Head Acquisition Librarian. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago.

George E. Bynon, D.Ed., Associate Professor; Director, Administrative Services and Instructional Media Center. B.A., 1973, Willamette; M.S., 1975, Oregon College of Education; D.Ed., 1980, Oregon.

Karen Calhoun, M.S., Instructor; Catalog Department. B.A., 1970, Bucknell; M.S., 1983, Drexel.

James H. Carmin, M.L.S., Instructor, Architecture and Allied Arts Branch Library. B.A., 1976, M.L.S., 1981, Ball State.

Ella S. Carrick, B.A., Senior Instructor Emerita; Senior Catalog Librarian Emerita. B.A., 1929, Oregon.

Rodney E. Christensen, M.S., Associate Professor; Reference Department. B.S., 1956, M.S., 1957, Northern Illinois; M.S., 1967, Southern California.

Lawrence N. Crumb, M.A., 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.

Kathy Davidson, M.L.S., Instructor; Catalog Department. A.A., 1977, Ricks; B.A., 1981, M.L.S., 1983, Brigham Young.

Kenneth W. Duckett, M.S., Professor; Curator of Special Collections. B.A., 1950, Denver; M.S., 1954, Wisconsin, Madison.

Jane B. Durnell, M.L.S., Associate Professor Emerita. B.A., 1938, Iowa; M.L.S., 1968, Oregon.

Katherine G. Eaton, M.S., Associate Professor; Head, Bureau of Governmental Research and Service Branch Library. B.A., 1944, Minnesota; M.S., 1952, M.S., 1968, Oregon.

Elizabeth Findly, A.M.L.S., Professor Emerita of Librarianship. A.B., 1929, Drake; B.S., 1934, Illinois; A.M.L.S., 1945, Michigan.

Leslie K. Greer, M.L.S., Instructor; Reference Department. B.A., 1971, M.A., 1977, California State, Long Beach; M.L.S., 1979, California, Los Angeles.



Karen D. Griffin, Dipl. Lib., Assistant Professor; Head, Serials Cataloging Section, Catalog Department. B.A., 1973, St. Olaf; Dipl. Lib., 1975, Polytechnic of North London.

Joanne V. Halgren, M.L., Assistant Professor; Head, Interlibrary Loan Service, Reference Department. B.A., 1966, George Fox; M.L., 1967, Washington.

Alfred Heilpern, M.L., Senior Instructor Emeritus; Acquisition Librarian Emeritus. B.A., 1956, M.L., 1957, Washington.

J. Richard Heinzkill, M.L.S., Associate Professor; Reference Department. B.A., 1955, Saint John's, Collegeville; M.L.S., 1964, Michigan.

Carl W. Hintz, Ph.D., Professor Emeritus of Librarianship; University Librarian Emeritus. A.B., 1932, DePauw; A.B.L.S., 1933, A.M.L.S., 1935, Michigan; Ph.D., 1952, Chicago.

Shirley Ann K. Hoffer, J.D., Assistant Professor; Law Reference Librarian. B.A., 1958, California, Los Angeles; M.L.S., 1969, Michigan; J.D., 1981, Oregon.

Jane Yen-Cheng Hsu, B.A., Assistant Professor Emerita. B.A., 1946, Gingling Girls' School, Nanking.

Dwight H. Humphrey, M.A., Senior Instructor Emeritus; Catalog Librarian Emeritus. A.B., 1934, B.S., 1939, M.A., 1963, Southern California.

Donald L. Hunter, B.S., Professor Emeritus. B.S., 1945, Nebraska.

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, Berkeley.

Edward C. Kemp, M.L.S., Professor; Head, Acquisition Department. A.B., 1951, Harvard; M.L.S., 1955, California, Berkeley.

Clarice E. Krieg, A.M., Professor Emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois.

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, Berkeley.

Robert R. Lockard, M.A., Assistant Professor; Reference Department. B.A., 1952, Colorado State; M.A., 1965, Denver; M.A., 1970, Oregon.

Robin B. Lodewick, M.L.S., Assistant Professor Emerita. B.A., 1959, Brooklyn; M.L.S., 1961, Rutgers.

Richard J. Long, M.S., Senior Instructor Emeritus. B.S., 1949, Pennsylvania State; M.S., 1966, Oregon.

Margaret Markley, B.S., Associate Professor Emerita; Senior Catalog Librarian Emerita. A.B., 1933, Southwest Missouri State; B.S., 1941, Illinois.

Robert R. McCollough, M.S., Professor Emeritus. B.A., 1940, M.A., 1942, Wyoming; M.S., 1950, Columbia.

Reyburn R. McCreedy, M.A., Associate Professor; Head, Architecture and Allied Arts Branch Library. B.A., 1950, John Brown; M.A., 1961, Denver.

Corinne C. McNeir, M.S., Associate Professor Emerita; Documents Librarian Emerita. B.A., 1930, Rice; M.S., 1957, Louisiana State.

Claire Meyer, M.A., Assistant Professor; Reference Department. B.A., 1958, M.A., 1961, Minnesota.

Perry D. Morrison, D.L.S., Professor Emeritus. A.B., 1942, M.A., 1947, Whittier; B.L.S., 1949, D.L.S., 1961, California, Berkeley.

Christine Olson, M.L.S., Assistant Professor; Catalog Department. B.A., 1971, M.L.S., 1972, Oregon.

Guido A. Palandri, B.L.S., Professor; Assistant Head, Catalog Department. B.A., 1949, Oregon; B.L.S., 1954, California, Berkeley.

Huibert Paul, M.L.S., Assistant Professor; Assistant Head, Acquisition Department. B.A., 1963, Sophia, Tokyo; M.L.S., 1965, California, Berkeley.

Ione F. Pierron, M.S., Associate Professor Emerita of Librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon.

K. Keith Richard, 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., Assistant Professor; Catalog Department; Bibliographer. B.A., 1970, Oregon; M.S.L.S., 1975, Southern California; M.A., 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 Emerita. B.S., 1968, M.L.S., 1969, Oregon.

Rose Marie Service, 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., Professor and University Librarian. B.A., 1963, Albion; M.A., 1965, Western Michigan; A.M.L.S., 1976, Michigan.

John A. Shuler, M.L.S., Instructor; Documents Section, Reference Department. A.A., 1977, Long Beach City College; B.A., 1979, M.L.S., 1983, California State, Long Beach.

Marcia J. Sigler, M.L.S., Assistant Professor Emerita. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California, Berkeley.

Patricia W. Silvernail, 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.S., Professor; Assistant University Librarian for Budgeting and Planning. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia.

Teresa M. Smith, M.L.S., Instructor; Catalog Department. B.S., 1972, Purdue; M.L.S., 1976, M.S., 1978, Oregon.

Edmund F. Soule, Ph.D., Professor Emeritus. B.Mus., 1939, M.A., 1946, Pennsylvania; B.Mus., 1948, Yale; Ph.D., 1956, Eastman School of Music.

Ruth E. South, M.L.S., Assistant Professor; Reference Department. B.A., 1950, M.L.S., 1972, Oregon.

Peter L. Stark, M.L., Assistant Professor; Head, Map Library. A.B., 1976, California, Berkeley; M.L., 1978, Washington.

Thomas A. Stave, M.L., Assistant Professor; Head, Documents Section, Reference Department. B.A., 1972, Whitworth; M.L., 1974, Washington.

Edward P. Thatcher, M.A., Professor Emeritus. B.A., 1940, Swarthmore; M.A., 1940, B.S.L.S., 1952, Minnesota.

Luise E. Walker, A.M.L.S., Associate Professor; Science Reference Librarian. A.B., 1951, Washington; A.M.L.S., 1955, Michigan; M.S., 1961, State University of New York College of Environmental Sciences and 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 1,466,000 volumes, with an additional 122,000 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 2,890,000 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, and memorabilia reflecting the history of the University. The University Archives are in the west end of Fenton Hall. 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. Also available are the collections of all Oregon State System of Higher Education (OSSHE) libraries.

The library is a member of the Association of Research Libraries. Special areas of strength for advanced studies include the American West, 20th-century American politics (particularly conservatism), children's literature, book and magazine illustration, American missions and missionaries, 17th- and 19th-century England, and Oriental art.

The initial library building was constructed in 1937 by Public Works Administration 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.

Each library user must present a validated UO identification card in order to borrow materials.

Library Fines and Charges

The following regulations govern library fines and charges in all OSSHE 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 books promptly.

(4) Borrowers who lose 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 \$6.00 for each title. A charge to be determined by the librarian is 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 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 are submitted to the head librarian of their home institution for routine billing in accordance with the procedure of the home institution.

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.

Lib 199. Special Studies. 1-3 credit hours. Courses designed to acquaint students with subject-related library resources may be offered from time to time. Use of the Science Library and Use of Business and Economics Library Resources are frequently scheduled.

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-division 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; and Teaching Effectively with Audio-Visual Media.

Lib 410. Experimental Course. (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. Birn, Morrison. Not offered by the library. Available as Humanities 407(g), Seminar: Book and Society in History. Not offered 1983-84.

Lib 481, 482, 483. Introduction to Archives. (g) 3 credit hours each term. Historical development of archival practices and problems; analysis of current trends in federal, state, local, business, church, and university archives; archival processing, records management procedures, accession, arrangement, storage, preservation, repair, conservation; research use of archival source materials. Practicum archival experience includes laboratory, machine application to records, manuscript, records management. Sequential course for seniors and graduate students or for juniors with instructor's consent. Richard. Offered winter, spring 1984.

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 is no longer offered by the University of Oregon.

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, see page 161 of this catalog and 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. B.A., 1973, California State, Stanislaus; M.F.A., 1975, Oregon.

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., Assistant Supervisor, Visual Arts Resources. B.A., 1966, St. Joseph's, Rensselaer.

Richard Calkins Paulin, M.A., Director; Assistant Professor of Art History. A.B., 1951, DePauw; M.A., 1958, Denver.

Michael Whitenack, M.A.T., Supervisor, Visual Arts Resources. B.F.A., 1970, Minnesota; M.A.T., 1972, Louisville.

Barbara Zentner, M.S., Registrar. B.A., 1944; M.S., 1978, Oregon.

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 Orient and the Greater Pacific Basin 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 Americas, Europe, and the Greater Pacific Basin, with particular emphasis on contemporary artists and craftspeople from the Pacific Northwest. A major new 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 museum 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 and Applied 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 thirteen-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. Organized in 1957, the Friends of the Museum maintains an active statewide membership which helps to support such activities as Visual Arts Resources, 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 is closed to the public on Mondays and Tuesdays during the 1983-84 academic year.

The Museum Council is responsible to the Office of the President for all art museum matters that come under its jurisdiction. The 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

Museum of Natural History
Telephone 686-3024
Patricia Krier, Assistant Director

Don E. Dumond, Ph.D., Director. B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D., 1962, Oregon.

Elizabeth C. Hennings, M.S., Coordinator of Traveling Exhibits. B.A., 1971, Chatham; M.S., 1979, Oregon.
Patricia Krier, M.A., Assistant Director. B.A., 1968, M.A., 1972, Oregon.

The Museum of Natural History was originally established in 1937 as an umbrella organization to include existing research collections such as the Condon Museum of Geology, the University Herbarium, and the Oregon State Museum of Anthropology. Since 1977, when the subsidiary museums became autonomous, the Museum of Natural History has served as the public education and exhibit vehicle for those museums and for other University-owned reference collections that relate to natural history. At the present almost all of the direct financial support for museum programs is obtained from nonstate sources, principally donations and grants.

In addition to frequently changed displays in geology, paleontology, zoology, botany, and anthropology, museum programs include periodic workshops, field trips, and traveling exhibitions. Recent workshops have included storytelling by Oregon Indians, studies of animal movement, sketching of artifacts and ethnographic art objects, and a program of

Native American Days (held in conjunction with local school districts). Field trips have presented visits to sites of archaeological and paleontological interest. Traveling exhibits now on circuit in Oregon cover the archaeology of the northern Great Basin, Indian basketry of Oregon, native peoples of the southern Oregon coast and of the Willamette Valley, and historical and anthropological subjects related to the Columbia River. Facilities of the Museum of Natural History are used regularly by the Eugene Assistance League in their programs on geology, geography, and native peoples of Oregon that are presented to elementary school classes. Display facilities are available for use in connection with University classes in biology, geology, anthropology, folklore, and other appropriate subjects.

Admission to the museum is free. A small store features items and publications related to natural history. During the regular academic year museum hours are 12:00 p.m. to 5:00 p.m., Tuesday through Saturday.

Condon Museum of Geology

144 Geology Building
Telephone 686-4586
Norman M. Savage, Program Director
William N. Orr, Curator

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 1876. When he died in 1907 his personal and extensive collection of vertebrate fossils, which he used for teaching, became the permanent possession of the University. Since 1907 the collection has been added to by various people, particularly 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 publication titles and a pamphlet giving additional information about the museum may be obtained by writing to the Condon Museum of Geology, University of Oregon, Eugene, Oregon 97403.

University of Oregon Herbarium

Herbarium, Museum of Natural History
Telephone 686-3033
David Wagner, Director

Georgia Mason, M.S., Honorary Curator. B.A., 1941, Montclair State; M.S., 1960, Oregon State.

David H. Wagner, Ph.D., Director and Curator. B.A., 1968, Puget Sound; M.S., 1974, Ph.D., 1976, Washington State.

The University of Oregon Herbarium, a systematically arranged collection of pressed, dried, mounted, and carefully labeled 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 Albert R. Sweetser and continued by Louis Henderson, LeRoy E. Detling, and Georgia Mason. Each contributed to the growth and significance of the collections and has left a valuable legacy in published studies of the flora of the region. Current holdings are in excess of 108,000 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. Several hundred specimens are sent each year for specialized study at other botanical institutions across the country and abroad. Current research is directed mainly toward 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., 1960, Utah; M.A., 1962, Ph.D., 1966, Chicago.

Don E. Dumond, Ph.D., Director. B.A., 1949, New Mexico; M.A., 1957, Mexico City College; Ph.D., 1962, Oregon.

Richard M. Pettigrew, Ph.D., Survey Archaeologist for Highways. B.A., 1970, Stanford; M.S., 1972, Ph.D., 1977, Oregon.

Theodore Stern, Ph.D., Curator. B.A., 1939, Bowdoin; 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 Luther S. Cressman and continued by numerous successors. The museum has a fine collection of northwest Indian baskets made before 1900. Collections of archaeological material from southwestern Alaska are also particularly important.

The Oregon State Museum of Anthropology also sponsors research in its field by faculty and students, and contracts 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
Jordan P. Ashby, M.B.A., Codirector
Gaonne R. Hugi, M.S., Codirector

Floyd E. Bard, Facilities Manager.
Mary Bradley, Production Control Coordinator.
Alice Chan, M.S., Systems Analyst.
Andrew Doremus, M.S., Systems Programmer.
Harry Fowler, Systems Analyst.
Jane Grant, B.A., Programmer Analyst.
Richard W. Haller, Ph.D., Senior Applications Programmer.
Susan Hilton, B.S., Systems Analyst.
Pat Holleran, Ph.D., Programmer Analyst.
Sharon Kaartinen, B.S., Systems Analyst.
Sue Keana, M.A., Programmer Analyst.
Kermit Larsen, M.S., Senior Programmer Analyst.
Neil Mann, M.S., Programmer.
Richard M. Millhollin, M.S., Manager, Technical Services.
Stephen Pruch, M.S., Programmer Analyst.
Gus B. Pusateri, B.S., Business Manager.
Betsy L. Shaw, M.L.S., Documents Room Librarian.
Dale C. Smith, B.S., Senior Systems Programmer.
David B. Ulrich, B.A., Manager, Computing Support Services.
Lorie Wigle, B.A., Office Automation Coordinator.
Sara Wyant, Ph.D., Manager, Academic and Research Computing.

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. ACCENT R, a database package, is available on the 1091. 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

364 Oregon Hall
Telephone 686-3105, 686-3216
Gerard F. Moseley, Associate Provost for
Student Affairs
Robert L. Bowlin, Dean of Students. On
leave fall 1983.
Shirley Wilson, Acting Dean of Students
Vernon Barkhurst, Conduct Coordinator
and Associate Dean of Students
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.

Academic Advising

Office of Academic Advising and Student Services

164 Oregon Hall
Telephone 686-3211
Shirley J. Wilson, Director
Marliss G. Strange, Associate Director
Joe Wade, Associate Director
Jack W. Bennett, Counselor
Chris Goodrich, Counselor
George Wasson, Counselor
Barbara Nicholls, Counselor for Student
Athletes

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.

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 is placed on academic probation. Students on academic warning or probation may register for no more 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.

Career Planning and Placement Service

246 Susan Campbell Hall
Telephone 686-3235

Lawrence Smith, Director
Deborah Chereck, Career Development Specialist

W. Sanford Heins, Coordinator,
Educational Placement. On leave 1983.

Richard D. Young, Counselor for Minorities

The Career Planning and Placement Service is the primary campus resource for students and alumni seeking career direction and employment assistance. Career planning services include individual counseling, workshops, and seminars. The office keeps up-to-date files on careers and on economic and employment trends. Systematic assessment of individual skills, abilities, and interests is available. The annual Career Information Fair and weekly "Afternoon-on-the-Job" visits to local employers by groups of students provide opportunities for direct contact with employers. The office maintains a list of local and national internship opportunities.

Each year more than 9,000 jobs are listed in this office. The campus interview program brings approximately 200 employers to campus annually. Workshops and seminars, free to students, teach résumé writing, interview skills, and job search strategies. Employer directories, salary surveys, and corporate brochures are available, and the office has a reference file service to support applications for graduate school or employment. Counselors are available for scheduled appointments or on a drop-in basis.

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

Counseling Center

Second Floor, Student Health and
Counseling Centers Building
Thirteenth Avenue at Agate Street
Telephone 686-3227

William Kirtner, Director
Richard Francisco, Counselor
Carolyn Keutzer, Counselor
Vivian Olum, Counselor
Andrew Thompson, Counselor
Saul Toobert, Counselor

Through the University Counseling Center trained counselors 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 may also 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 coordinates most of the national testing programs such as the College Level Equivalency Program (CLEP), the College Entrance Examination Boards (CEEB), the Graduate Record Examination (GRE), and the Law School Admission Test (LSAT). Application forms and registration materials for these tests are available at the counseling center, Room 238.

Student Training. The counseling center offers doctoral internship training, practicum courses, and supervised experience 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.

Health Services

First Floor, Student Health and
Counseling Centers Building
Thirteenth Avenue at Agate Street
Telephone 686-4441
James K. Jackson, M.D., Director

The purposes of the Student Health Center are to ensure University students 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.

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 Student 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 for, 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 (ASUO). Student insurance does not entitle a person not registered for the current term to Student Health Center services, but it 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 past ten years. Polio and measles immunizations are also strongly recommended.

Staff physicians 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.
Michael G. Herz, M.D.
Daniel C. Jepsen, M.D.
Paul Kaplan, M.D.
Herbert C. Lemon, M.D.
William R. McCluskey, M.D.
P. H. Pierson, M.D.
Steven P. Roy, M.D.

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 1,050 foreign students from 73 countries and sponsors a variety of foreign study programs in Europe, Latin America, and Asia. Through the Office of International Services, the University assists United States students who want to study abroad, and 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, Germany and Mexico. Professors from member institutions and 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 two terms of college French.

University of Bergen, Norway. Students proficient in Norwegian are eligible for this year-long exchange program. Applicants who have had less than the required two years of Norwegian may enter the program after attending the International Summer School at the University of Oslo. Students are enrolled in regular university courses taught in Norwegian.

Cologne, Germany. Cologne offers a liberal arts curriculum that is similar to the programs in London and Avignon. Although courses are taught in English, one term of college German is required. Students live with German families.

Denmark's International Study Program. This academic program at the University of Copenhagen offers semester and full-year programs in architecture, international business, and general studies (liberal arts). A summer semester architecture program also is offered. Courses are taught in English by Danish professors. Students have the option of living with Danish families.

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

Guadalajara, Mexico. This program offers students a broad liberal arts curriculum which emphasizes the history and cultural traditions of the Jalisco region. Field trips are integrated into the academic program. Courses are taught in English, but some knowledge of Spanish is highly recommended. Students live with Mexican 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.

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.

Netherlands School of Business. Students participating in the program at Nijenrode, The Netherlands, take courses in international business and social sciences.

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 with sufficient academic preparation may enroll in regular University of Poitiers classes.

Seville, Spain. This six-month program offers courses in Spanish language, literature, history, and culture. Applicants must have completed two years of college-level Spanish.

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.

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.

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 required. Instruction is in English.

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.

Summer Programs. Summer foreign study programs are available in Austria and Germany, Italy, and Mexico.

Austria and Germany. This eight-week summer program is 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.

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 Xalapa, Mexico. Applicants must have one year of college-level Spanish to participate in the eight-week session.

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.

Student Conduct Program

364 Oregon Hall
Telephone 686-3210
Vernon L. Barkhurst, Coordinator

The University operates under a progressive student conduct program 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, and Registrar, and from Academic Advising and Student Services, University Housing, and the ASUO.

Office of Student Development

364 Oregon Hall

Telephone 686-3216

Jane DeGidio, Director

Gregg Lobisser, Associate Director

Marti Chaney, Greek Adviser

The Office of Student Development integrates a number of special programs for undergraduate students which complement the classroom experience and foster the development of interpersonal, leadership, and career-related skills through active involvement in campus programs and activities. The office includes orientation for new students, advising fraternities, sororities, cooperatives, coordinating honoraries and awards, peer academic advising, and on-campus internship activities.

Honoraries and Awards

Hilda Young, Coordinator

The University of Oregon offers special programs of study as a challenge to students of superior scholastic ability. Students interested in such programs should consult their major department or school for details.

Honor Societies. One means by which outstanding student scholarship is recognized at the University of Oregon is through election to membership in a chapter of a national scholastic honorary or a local society. The criteria for membership and the scope of activities vary widely for the organizations listed below. Some of them serve primarily to recognize outstanding scholastic achievement; others consider grades as only one of several factors (e.g., community service, leadership) meriting membership. Details are available from the Office of Student Development.

Alpha Kappa Psi (business majors)
 Alpha Lambda Delta (freshmen, all majors)
 Alpha Phi Omega (service, all students)
 Asklepiads (premedical students)
 Beta Alpha Psi (accounting students)
 Beta Gamma Sigma (juniors, seniors, and graduates, School of Business)
 Circle K (service, all students)
 Druids (juniors)
 Friars (juniors)
 Kappa Tau Alpha (seniors and graduate students in journalism)
 Mortar Board (seniors, all majors)
 Order of the Coif (law school)
 Phi Beta Kappa (seniors)
 Phi Delta Kappa (graduates and professionals in education)
 Phi Eta Sigma (freshmen, all majors)
 Pi Alpha Alpha (seniors and graduate students in public affairs and administration)
 Pi Mu Epsilon (mathematics)
 Pi Kappa Lambda (juniors, seniors, and graduates, music)
 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 traditionally are 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 outstanding leadership qualities, 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. The award is a gift presented to the University in tribute to Bess Templeton Cristman, who was honored during her college career at the University by the award of the Gerlinger Cup for outstanding junior 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. Through the establishment of the Dean's List and the list of Dean's Scholars, undergraduates who distinguish themselves scholastically are personally and publicly honored for their achievements. Criteria for selection to the Dean's List are solely academic: scholastic achievement in the top five percent of eligible undergraduate majors in the particular school or college; good academic standing; and completion of 15 or more credit hours in residence for the term, of which at least 12 must be graded for a minimum GPA 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 are students who have been on the Dean's List of a school or college for a complete academic year.

Orientation Office

364 Oregon Hall

Telephone 686-3218

Gregg Lobisser, Director

This office coordinates orientation programs for new undergraduate students which focus on improving the quality of the new student experience at the University of Oregon by providing early assistance with academic, social, and personal adjustment to the University.

Early Orientation and Registration

The Early Orientation and Registration Program (EORP) provides entering freshmen with an opportunity to learn about support services, receive academic advising, and register for classes during the month of July. Freshmen who participate in early orientation are already registered for classes when they return to campus in the fall and so are free to participate in activities available to students during New Student Orientation.

Transfer Orientation and Advising

This program provides entering transfer students with an opportunity to talk individually with admissions staff about credits transferred to the University of Oregon from a college attended previously. Transfer students also meet with a faculty adviser to plan fall term class schedules.

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. It may include a temporary stay with a host family in Eugene.

New Student Orientation

The week of fall-term registration and the first few weeks of school are called New Student Orientation. During New Student Orientation more than 200 social, cultural, and academic programs are presented by faculty and returning students. Programs are held campus-wide to help entering freshmen and new transfer students start their academic careers smoothly. New Student Orientation provides opportunities to meet other students and to discover the campus and community resources vital to the student's educational goals.

New Student Host Program

Entering students who participate in the New Student Host Program during New Student Orientation become acquainted with a small group of other new students and a student volunteer host. Hosts plan group participation in orientation programs, help new students meet each other, and serve as 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, beginning with the Grand Inaugural Activities at Hayward Field.

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 and assistance with arrangements for facilities, workshops, and other projects.

On-Campus Internships

364 Oregon Hall
Telephone 686-3216

This program provides undergraduates with special training and practical experience directly related to their major courses of study and career goals.

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

Students who complete the training may go on to work in practica in various academic departments and offices of the University. In each case, the on-campus internship 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 office.

Greek Advising

364 Oregon Hall
Telephone 686-3216
Marti Chaney, Adviser

The Greek adviser, as a staff member of the Office of Student Development, is responsible for the general welfare of Greek students at the University. She is concerned with many aspects of student educational processes.

Peer Academic Advising

164 Oregon Hall
Telephone 686-3211

The University's Peer Academic Advising Program was established in 1977 by the student affairs division's Office of Academic Advising and Student Services and the Department of Psychology to supplement faculty academic advising available to undergraduate students. Students are specially trained as peer academic advisers to prepare fellow students for making the most of their academic advising appointments with their regular faculty advisers.

Since its beginning, the concept of students helping students within this formal framework has taken on a vitality and significance—for the helpers, the helped, and for the University itself—extending well beyond original expectations. For the helper (the peer adviser) it is a special opportunity to combine theory (instruction in interpersonal problem solving, organizational skills, leadership, etc.) with on-the-job experience, and to gain proficiency in skills of lifelong value. For the helped (the student who receives peer advising) it is an opportunity to talk over personal concerns about academic and career goals with a trained fellow student in an atmosphere of empathy generated by shared experiences, values, lifestyles, and age. The University recognizes responsible academic advising as a vital factor in a student's successful navigation through college; it compensates peer advisers, directly and indirectly, for their valuable contribution.

The Peer Academic Advising Program is now functioning in more than a dozen academic departments of the University.

Special Services

American English Institute

241 Prince Lucien Campbell Hall
Telephone 686-3945
Noel Schutz, Director

The American English Institute (AEI) offers intensive English instruction to nonnative speakers of English. Classes begin in September, January, March, and July. AEI instructors are University faculty members 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:

Academic Reading
Business English
English for Science and Technology
Study Skills

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, pronunciation, and cultural orientation. 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 with traveler's checks, by personal check, or in 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 or UO residence hall rooms 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. The following materials should accompany the application:

- (1) original or certified copies of the most recent degree or diploma and transcripts;
- (2) statement from applicant's bank or guarantor's bank showing exact amounts available during the period of study, or evidence of a scholarship;
- (3) a nonrefundable application fee of \$25.00 and a \$100.00 tuition deposit;
- (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, Oregon 97403 U.S.A

Council for Minority Education

314 Oregon Hall
Telephone 686-3479
Jewel Bell, Director

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

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. The staff may also be able to help with financial problems posed by deposits, application fees, or tuition.

Once the student is admitted, he or she becomes eligible for other services such as tutoring or preparatory classes.

The staff can answer questions about graduation requirements and other academic matters. It 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 council's services.

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 of 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.

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.

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 laboratory and mathematics laboratory 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 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-hour 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.

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.

Upward Bound

107 Friendly Hall
Telephone 686-3501
Pearl M. Hill, Director

Upward Bound is a precollege program designed to generate skills and motivation in high school students to successfully complete high school and gain admission to a postsecondary educational program. High school students from low-income families who are potential first-generation college students with academic potential are eligible for the program. They are recruited from various parts of Oregon known as target areas, which are determined by federal grant regulations.

Upward Bound students participate in an eight-week summer residential program of classes that emphasize basic skill development. Career and personal counseling encourages creative thinking and developing a positive attitude toward learning. During the school year, students are provided with tutoring and counseling services in their homes and high schools.

Veterans Affairs

364 Oregon hall
Telephone 686-3118
Hilda Young, Director

The Office of Veterans Affairs assists student veterans 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 student veterans may be certified upon registration, but they should stop in at the Office of Veterans Affairs before each term to provide information about their school plans for the new term.

Off-Campus Study

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 as well as fall- and spring-term programs. For further information, see pages 51-52 of this catalog or inquire at the Department of Biology.

National Student Exchange

164 Oregon Hall
Telephone 686-3211

The University of Oregon is one of more than sixty public colleges and universities across the country with membership in the National Student Exchange (NSE). Through NSE, qualified students at member institutions may apply for exchange enrollment at another participating school. This program enables students to study in different geographical areas of the country and take advantage of specialized courses or unique programs that may not be available on their home 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.

Study Abroad

The University of Oregon is a member of the Northwest interinstitutional Council on Study Abroad, which sponsors academic programs in England, France, 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.

For more information, see the International Services section of this catalog.

University and Community Action Program

105 Hendricks Hall
Telephone 686-3813

Students receive a monthly stipend and full academic credit while working full time for nine months in a public or nonprofit agency. Faculty members in the human services department provide the field instruction and teach the theory-practice integration seminar in which students are involved each term. Admission to this program is open to upper-division and graduate students from disciplines concerned with social issues, human development, and public service.

Telephone Information (Tel-Info)

A wide range of information about the University is provided by Tel-Info, the University's tape-recorded information system. By telephoning (503) 686-4636 and requesting a tape by number, you can 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.

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Erb Memorial Union

Thirteenth Avenue at University Street
Telephone 686-3705

Adell McMillan, Director

E. Jan Hosmer, Assistant Director

Frank Geltner, Jr., Assistant Director;
University Program Consultant

John Moore, Executive Coordinator, ASUO
Mary-Curtis Gramley, Coordinator,

Child Care Centers

Sandra L. Vaughn, Recreation Coordinator,
Club Sports

Thomas F. Urban, Coordinator, Craft Center
Bruce Mason, Coordinator, Outdoor Program

The Erb Memorial Union (EMU) is a combination of facilities, services, and programs dedicated to making the extracurricular life of students an integral part of their education. The EMU provides group meeting rooms, a variety of food service units, lounges, a recreation center, and a staff of program consultants to help groups and individuals in planning programs. Student government and activities offices are located on the ground floor of the EMU.

Also housed in the building are the *Oregon Daily Emerald* editorial offices, a branch of the U.S. Post Office, the EMU Print Shop, Photo I.D. service, an information center, a small variety store, a ticket outlet, the University lost-and-found, and a sporting goods store. Another part of the EMU, but not housed in the building, is the Waterworks Canoe Company, which rents canoes and kayaks for use on the Millrace and elsewhere.

The Erb Memorial Union is funded from two sources: the incidental fee paid by all students each term and the income generated by some EMU units. Each year the EMU submits its budget to the ASUO Incidental Fee Committee, which makes recommendations to the president of the University regarding the allocation of incidental fees to the athletic department, the ASUO, and the EMU.

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. The board is made up of elected students, appointed students, and appointed faculty members.

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

Child Care Centers. Two child care centers are available for use by University students, and for staff and 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, horseback riding, and baseball. The Recreation Center sponsors tournaments in billiards, table tennis, shuffleboard, chess, bridge, and backgammon.

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.

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

Outdoor Program. The Outdoor Program offers activities such as camping, hiking, mountaineering, ski touring, canoeing, kayaking, and bicycle touring.

University of Oregon Bookstore

Thirteenth Avenue at Kincaid Street
Telephone Textbooks 686-5320
Telephone General Books 686-3510
Telephone Business Office 686-4331
James L. Williams, General Manager

The University of Oregon Bookstore, Inc., is just west of the campus in the Campus Village. The bookstore is a nonprofit corporation established in 1920 to serve 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 Saturdays and opens at 8:15 a.m. 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 it 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, a free campus telephone, and sheltered bicycle racks and benches outside the store.

Organization and Management. For many years a cooperative store, the bookstore is now an independent, nonprofit corporation whose membership is composed of all the students, faculty, 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 part-time students.

Policy. It is the fixed policy of the bookstore to supply the consumer needs of students and faculty in the best manner possible.

All books are currently discounted for members at 10 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 book discount, the bookstore saved its membership more than \$311,000 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
103 Gerlinger Hall
Telephone 686-4113
Karla Rice, Director**

The Department of Physical Education and Human Movement Studies 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, 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 otherwise scheduled. These facilities include the gymnasium, courts, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis. Open recreation is a key element in the overall balance of Recreation and Intramurals (RIM) programming. Open recreation is an outlet for individuals who want a less structured, nontournament form of participation. Throughout the year, facilities are regularly set aside for drop-in activity.

Intercollegiate Athletics

**McArthur Court
Telephone 686-4481, 686-3388
Richard Bay, Director
Bill Byrne, Associate Director
James E. Ferguson, Assistant Director
Christie Voelz, Assistant Director
Herbert S. Yamanaka, Special Assistant
to Director
Steve Hellyer, Sports Information Director
Sam Baker, Marketing Director
Steven R. McBride, Events Manager**

Coaches and Trainers

Dean Adams, Head Trainer
Deborah Adams, Assistant Women's Basketball Coach
Edwin Boyd, Head Gymnastics Coach
Richard Brooks, Head Football Coach
Gary Campbell, Assistant Football Coach
Dan Cole, Swimming Coach
Barry Collier, Assistant Men's Basketball Coach
William Dellinger, Head Men's Track and Field and Cross-country Coach
James Ferguson, Golf Coach
Ronald Finley, Head Wrestling Coach
John Gillespie, Assistant Men's Track and Field Coach
Steve Greatwood, Assistant Football Coach
P. J. Harlin, Head Softball Coach
Thomas Heinonen, Head Women's Track and Field and Cross-country Coach
Elwin Heiny, Head Women's Basketball Coach
William Maskill, Assistant Football Coach
Christie McFarlane, Assistant Volleyball Coach
Don Monson, Head Men's Basketball Coach
Nancy Osborne, Women's Tennis Coach
Michael Petersen, Assistant Women's Basketball Coach

John Ramsdell, Assistant Football Coach
Joe Schaffeld, Assistant Football Coach
Rod Snook, Assistant Men's Basketball Coach
Mark Stream, Assistant Women's Track and Field Coach
Emory Summers, Head Tennis Coach
Bill Tarrow, Assistant Football Coach
Robert Toledo, Assistant Football Coach
Christie Voelz, Head Volleyball Coach
David Walker, Assistant Football Coach
Neal Zoumboukos, Assistant Football Coach

Intercollegiate athletics at the University is 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 giving equal opportunity to all student athletes.

The University has a rich heritage in men's intercollegiate athletics, one that includes four National Collegiate Athletic Association (NCAA) track and field championships, four NCAA cross-country championships, and the first-ever NCAA basketball championship. University women have earned high finishes the past eight years in cross-country and the past four seasons in track and field. In 1982, Oregon track and field athletes won four men's and one women's individual NCAA titles, and each team finished fourth in the nation. In all, fourteen Oregon athletes won all-America honors.

Success in sports has made Eugene and the University an attractive site for national championships. The University has been the championship host for NCAA and AIAW track and basketball, NCAA gymnastics, wrestling, and golf. The University has been awarded the right to serve as host for the 1984 NCAA track and field championships for men and women at Hayward Field. It will also be the home of the first annual Oregon Relays in 1984.

Eugene, site of the 1972, 1976, and 1980 Olympic Track and Field Trials, is recognized as the track and field capital of the United States.

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

The University fields 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, has been a part of the Department of Intercollegiate Athletics since 1977.

The University of Oregon belongs to the NCAA, competing at the Division I level in men's and women's competition. The long-time organizer of men's athletics, the NCAA began sponsoring women's championships in the 1981-82 season.

The University also belongs to the men's Pacific-10 Conference (Pac-10) and the newly formed women's Northern Pacific Athletic 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 the University. It is a network of agencies, activities, and programs designed to serve student needs and interests. Its purpose is to give students the opportunity to plan and direct their own programs, to become involved with every aspect of University life, and to influence the decisions that affect the quality of education and student life at the University.

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 is responsible for interpreting the ASUO constitution. ASUO elections are administered by the elections board with an elections court, under the direction of an ASUO vice-president.

Erb Memorial Union Board. The EMU Board (EMUB) is responsible for making general policy decisions and long-range plans for all aspects of the operation of the EMU. The board, of which students comprise 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 EMU.

Student Organizations

Alpha Kappa Psi is a professional business fraternity for members to gain experience in activities essential to their future careers.

Amazon Child Care Center is a student cooperative offering good, low-cost care and seminars on parenting, teacher education, and child development.

Amazon Community Tenants representatives participate in the Amazon Family Housing Policy Board, which sets all the policies concerning the Amazon Housing Complex.

American Chemical Society Affiliates is the undergraduate student association of the UO Chemistry Department.

American Civil Liberties Union campus branch is student directed and funded; it is affiliated with both the Oregon and Lane County ACLU chapters.

American Institute of Architects associated student chapters offer speaker and film series, peer advising, design competitions, and tours of local architecture offices.

American Society of Interior Design provides professional contacts for its members.

Asian-American Student Union serves the University's considerable population of Asian-Americans.

Associated Students of Landscape Architecture provides instructor evaluations for the School of Architecture and Allied Arts, stimulates student input in departmental committees, sponsors speakers on landscape architecture, and provides contacts with professionals and other landscape schools.

ASUO Course Guide is distributed to students and faculty free of charge each term. It contains descriptions and evaluations of classes offered.

ASUO Executive Coordinator is a full-time professional employee of the ASUO working under the direction of the ASUO president. The coordinator provides consulting and research services to ASUO officers. The office also produces management and policy workshops.

ASUO Legal Services provides a wide range of nonlitigatory legal services to all regular University students.

Avenu is the student newspaper of the School of Architecture and Allied Arts (AAA) published nine times each year by the University's student chapter of the American Institute of Architects (AIA).

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."

Chinese Student Association coordinates academic, social, and cultural activities for about 300 Chinese UO students.

Committee for the Musical Arts sponsors artists who represent traditions, cultures and repertoires not provided by the School of Music, the Cultural Forum, or other campus organizations.

Condon Society is an undergraduate and graduate student association of the Department of Geology.

Council for Exceptional Children serves all students and professionals interested in teaching the handicapped and others with special needs.

Crisis Center is available to students from 5 p.m. to 8 a.m. Telephone is 686-4488.

Cuba Study Group is primarily a cultural information organization.

Division of Educational Policy and Management Graduate Student Association is primarily a support group for educational policy and management graduate students.

Drug Information Center, in affiliation with the Department of School and Community Health, helps to ensure responsible drug decision making and individual safety.

ESCAPE (Every Student Caring About Personalized Education) is a student-initiated and student-run accredited practicum which places student volunteers.

Foreign Student Organization 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 is the University's debating society.

Gay and Lesbian Alliance serves members who seek relaxed, nonoppressive interaction, worthwhile activities, and a positive sense of self.

Industrial Relations Association is an interdisciplinary graduate association working primarily out of the College of Business Administration to provide peer advising, a newsletter, and orientation for its members.

Interfraternity Council provides a central organization for general fraternity activities.

International Studies Association stimulates understanding of world affairs.

Jewish Student Union serves the entire student body through conferences, retreats, speakers, films, and discussion groups scheduled for the best possible benefit to both Jewish students and the University community.

KWAX-FM is the UO's fine arts radio station.

M.B.A. Association aims to improve the UO graduate business program through student involvement.

MEChA (*Movimiento Estudianti Chicanos de Aztlan*) coordinates Chicano student activities and represents the interests of Chicano students at the University.

Model United Nations provides experience in international relations through simulation and increases analytic skills useful in many fields.

Mortar Board is a national honor society for seniors with outstanding records of personal service, leadership, and scholarship.

Muslim Student Association fosters understanding of Islamic culture.

Native American Student Union helps Indian students at the UO.

NCAA Volunteers for Youth matches University athletes with junior high students.

Office of Student Advocacy helps students solve legal and bureaucratic problems. Call 686-3724.

Oregon Computing Association is a group of students seeking to broaden their awareness of computers and computer uses.

Oregon Daily Emerald is the UO's independent student newspaper. The ASUO purchases a subscription for each UO student.

Oregon Student Lobby is a federation of student governments of Oregon institutions of higher education.

OSPIRG (Oregon Student Public Interest Research Group) is a research and action organization.

Panhellenic Council promotes the understanding of the sorority system and furthers intellectual accomplishment and opportunities for leadership and campus involvement.

People and the Oregon Coast coordinates student activities between the University main campus and the Oregon Institute of Marine Biology in Charleston, Oregon.

Political Science Student Union serves undergraduate political science majors through development of student-run programs and activities and through academic peer advising.

Philosophy Club stimulates philosophical thought by sponsoring speakers, papers, and discussions.

Prehealth Sciences Center offers seminars, professional school information, and clinical observation for premedical and pre dental students.

Psychology Clinic provides psychotherapy for a variety of personal problems.

Psychology Club is the undergraduate student association of the Department of Psychology.

Public Affairs Graduate Student Organization sponsors workshops and speakers in the areas of professional development and career planning.

Rape Crisis Network seeks to reach all members of the community who have been, or might be affected by, sexual assault. The Crisis Line program provides 24-hour crisis intervention services to rape victims.

Recreational Folk Dancing provides instruction and recreation several nights a week for members of the University community.

Recreation and Intramurals offers more than forty events and activities.

Recreation and Park Management Graduates encourages the professional education and social interaction of graduate students in the Department of Leisure Studies and Services.

Repertory Dancers is a modern repertory company of faculty and advanced students.

SEARCH is an ASUO agency responsible for student-initiated and, frequently, student-taught courses.

Solar Energy Information Center sponsors a comprehensive and informative appropriate-technology lecture program and offers a comprehensive collection of reference material.

Student Bar Association is the umbrella agency for student-interest groups within the University of Oregon School of Law.

Students for a Nuclear-Free Future educates students and the community about nuclear power and alternative energy sources.

Survival Center is a clearinghouse for students interested in environmental concerns.

Switchboard's services include a nationwide "Rideshare" system free to UO students. Switchboard is also a clearinghouse for a wide variety of other information services.

Tabard Inn/Pot & Quill encourages students' self-expression in all the creative arts.

Teacher Education Graduate Student Organization serves its members through arranging speakers and social events and through a newsletter.

Tool Library is a nonprofit corporation serving the student body and community as a tool and building resource center.

Undergraduate Economics Association provides a forum for economic thought which supplements the classroom experience and unifies the academic and real worlds.

University Players/Theatre 4:30 is a series of weekly student-produced plays in Villard Hall's Pocket Theatre. University Players sponsors guest speakers and workshops on theater skills open to the general student body.

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

University Women in Transition provides assistance and support to mature women who are returning to the University to further their education.

UO YMCA is a branch of the Eugene Family YMCA. The Big Brother/Big Sister program provides UO student "friends" to children in single-family homes. Other student volunteers are advisers for junior and senior high school programs.

UO YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

Women in Communication, Inc. is a national professional organization. For students, it offers internships and career advice.

Women's Referral and Resource Service aids women in their search for the tools, information, and skills needed to advance themselves.



Enrollment by Major and Classification 1981-82 Academic Year

						Nonmatriculated		Total
	Freshmen	Sophomores	Juniors	Seniors	Unknown	Graduates	Undergrads	
College of Arts and Sciences								
Undeclared	605	747	411	123	0	2	1	1890
Anthropology	4	11	19	66	0	73	0	173
Asian Studies	0	3	6	15	0	13	0	37
Biology	31	81	106	201	1	128	0	548
Chemistry	17	23	40	88	0	82	0	250
Classics	1	3	1	2	0	9	0	16
Comparative Literature	1	4	3	9	0	39	0	56
Computer and Information Science	60	108	91	144	0	144	0	547
East Asian Languages	0	3	5	8	0	0	0	16
Economics	8	19	40	78	0	64	0	209
English Literature	27	53	93	177	0	129	0	479
Writing	0	0	0	0	0	5	0	5
General Science	18	24	42	119	0	0	0	203
Geography	2	6	25	78	0	57	0	169
Geology	6	23	31	66	0	64	0	190
German	4	6	22	36	0	25	0	93
History	7	29	42	156	0	43	0	277
Humanities	5	6	9	15	0	1	0	36
Independent Studies	0	0	0	2	0	0	0	2
International Studies	1	3	12	31	0	0	0	47
Linguistics	3	4	7	34	0	43	0	91
Mathematics	8	8	30	58	0	64	0	168
Philosophy	1	10	9	15	0	18	0	53
Physics	10	18	21	46	0	83	0	178
Political Science	47	87	108	248	0	56	0	546
Psychology	61	134	167	355	0	98	0	815
Religious Studies	0	0	2	10	0	0	0	12
Romance Languages	12	25	41	64	0	68	0	210
Russian	1	2	4	8	0	2	0	17
Sociology	4	22	57	193	0	62	0	338
Speech	62	132	158	271	1	112	0	737
University Library	0	0	0	0	0	2	0	2
Total	1006	1594	1602	2716	2	1486	1	8410
Professional Schools								
Architecture and Allied Arts	89	200	256	872	0	361	0	1779
Business Administration	374	603	703	1251	0	368	0	3299
Community Service and Public Affairs	9	22	39	159	0	75	0	305
Education	63	84	146	289	0	1549	0	2139
Health, Physical Education, and Recreation	58	100	143	447	0	464	0	1215
Journalism	77	186	185	409	0	72	0	929
Law	0	0	0	0	0	670	0	670
Music	32	54	54	158	0	192	0	490
Total	702	1249	1526	3585	0	3751	0	10826
Interdisciplinary Studies	0	0	0	0	0	181	0	182
Unclassified	0	0	2	7	0	327	526	1891
Unaffiliated	0	0	0	5	1	19	660	964
Total All Majors	1708	2843	3130	6313	3	5764	1187	23820

Summary of Degrees Granted: Summer 1981 through Spring 1982

Degree	Male	Female	Total	Degree	Male	Female	Total
Advanced Degrees				Baccalaureate Degrees			
Master of Arts	65	104	169	Bachelor of Arts	189	375	564
Master of Science	238	258	496	Bachelor of Science	871	666	1537
Master of Architecture	16	8	24	Bachelor of Architecture	76	12	88
Master of Business Administration	50	19	69	Bachelor of Business Administration	50	19	69
Master of Education	39	51	90	Bachelor of Education	2	8	10
Master of Fine Arts	15	12	27	Bachelor of Fine Arts	8	19	27
Master of Landscape Architecture	3	2	5	Bachelor of Interior Architecture	2	7	9
Master of Library Science	0	2	2	Bachelor of Landscape Architecture	16	15	31
Master of Music	9	12	21	Bachelor of Music	12	11	23
Master of Urban Planning	11	8	19	Bachelor of Physical Education	0	0	0
Doctor of Philosophy	124	82	206	Total	1226	1132	2358
Doctor of Arts	1	1	2	Total Degrees	1905	1749	3654
Doctor of Education	4	3	7				
Doctor of Musical Arts	1	0	1				
Doctor of Jurisprudence	103	55	158				
Total	679	617	1296				

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.

	1977-78	1978-79	1979-80	1980-81	1981-82
Final Enrollment Fall Term	16,775	16,463	16,916	17,379	16,702
Enrollment Spring Term for Fall Term Enrollees	12,827	12,661	13,216	13,552	13,433
Degrees Awarded Fall and Winter Terms	1,175	1,131	1,172	993	932
Total Spring Term Enrollment and Other Degrees Awarded	14,002	13,792	14,388	14,545	14,365
Percentage Retained or Graduated for the Year	84%	84%	85%	84%	86%

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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.

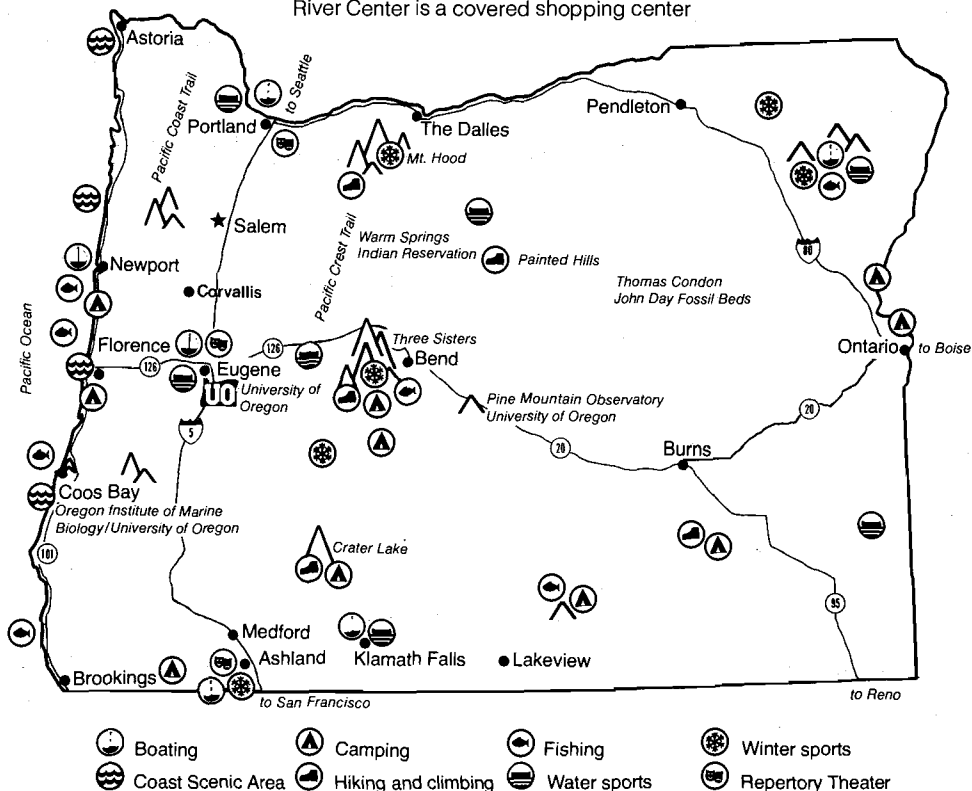
In recent years, three national quality-of-life surveys have rated Eugene first in the nation for cities of comparable size. Main shopping areas are the downtown Mall and Valley River Center, with smaller shopping areas near campus and in outlying neighborhoods.

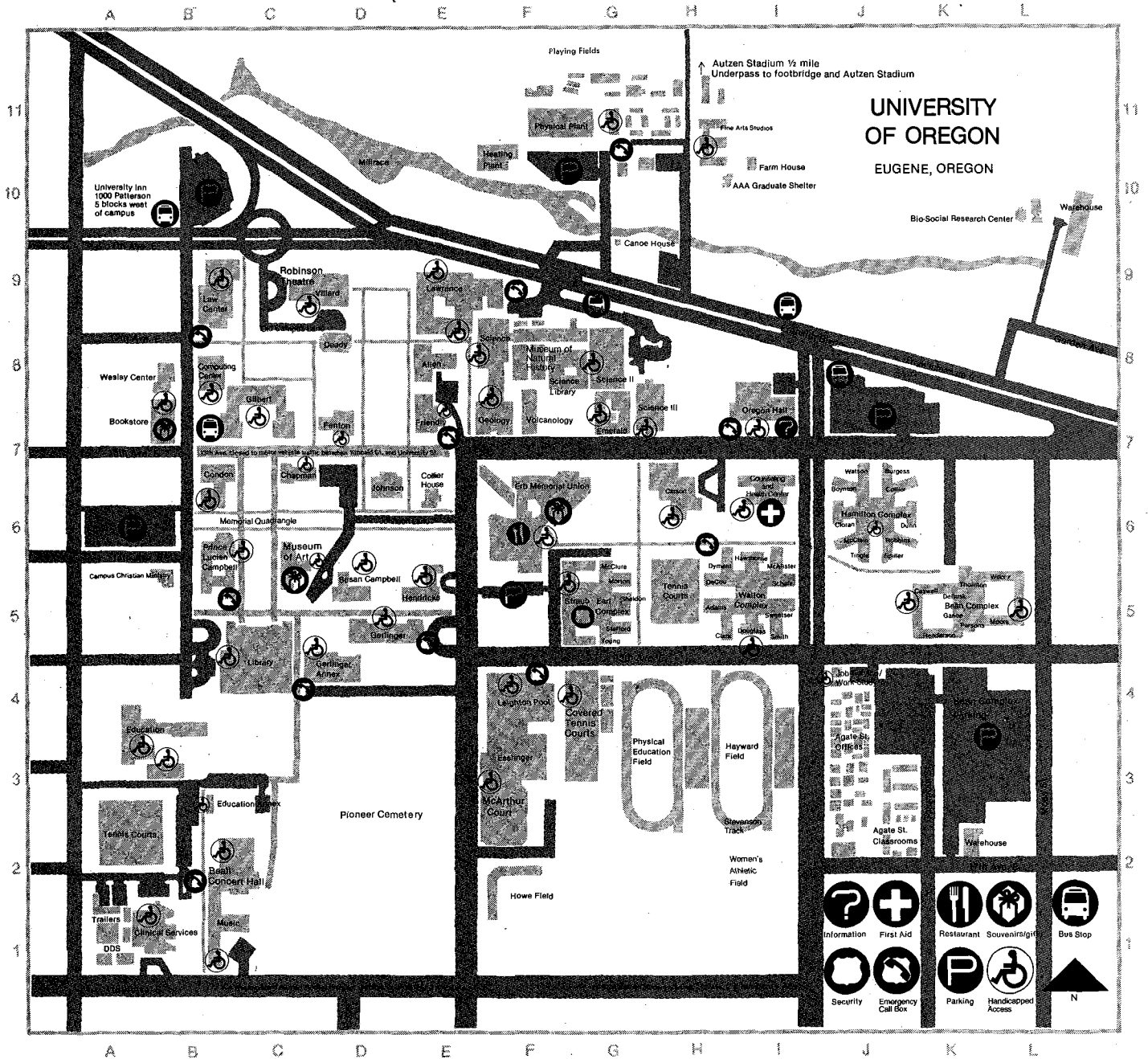
Children's play areas, rock gardens, and an impressive fountain plaza form the downtown Mall which is closed to vehicular traffic. Valley River Center is a covered shopping center

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
- Deady Hall, D8
- Education Building, A4
- Emerald Hall, G7
- Erb Memorial Union (EMU), F6
- Esslinger Hall, F4
- Friendly Hall, E7
- Gerlinger Hall, D5
- Gerlinger Annex, D4
- Geology Building, E7
- Gilbert Hall, C7
- Hendricks Hall, E5

- Johnson Hall, D7
- Law Center, B9
- Lawrence Hall, E9
- Library, C4
- McArthur Court, E3
- Museum of Art, C6
- Museum of Natural History, F8
- Music Building, B1
- Oregon Hall, I7
- Physical Plant, G10
- Prince Lucien Campbell Hall (PLC), B6
- Robinson Theatre, C9
- Science I, F8
- Science II, G8
- Science III, G8
- Science Library, F8
- Straub Complex, F5
- Student Health and Counseling Centers Building, I7

- Susan Campbell Hall, D5
 - Villard Hall, C9
 - Volcanology Building, F7
- Residence Halls**
- Bean Complex, K5
 - Carson Hall, H6
 - Earl Complex, G5
 - Hamilton Complex, J6
 - University Inn, 1000 Patterson Street
 - Walton Complex, I5

- Selected Offices**
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 - Alumni Relations, Susan Campbell Hall, D5
 - Associated Students of the University of Oregon, EMU, F6
 - Athletics, McArthur Court, E3
 - Bookstore, B7

- Business Affairs, Oregon Hall, I7
- Continuation Center, Oregon Hall, I7
- Graduate School, Chapman Hall, 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
- Summer Session, Oregon Hall, I7
- University Housing, Walton Complex, I5
- UO Foundation, Susan Campbell Hall, D5
- University Relations, Susan Campbell Hall, D5