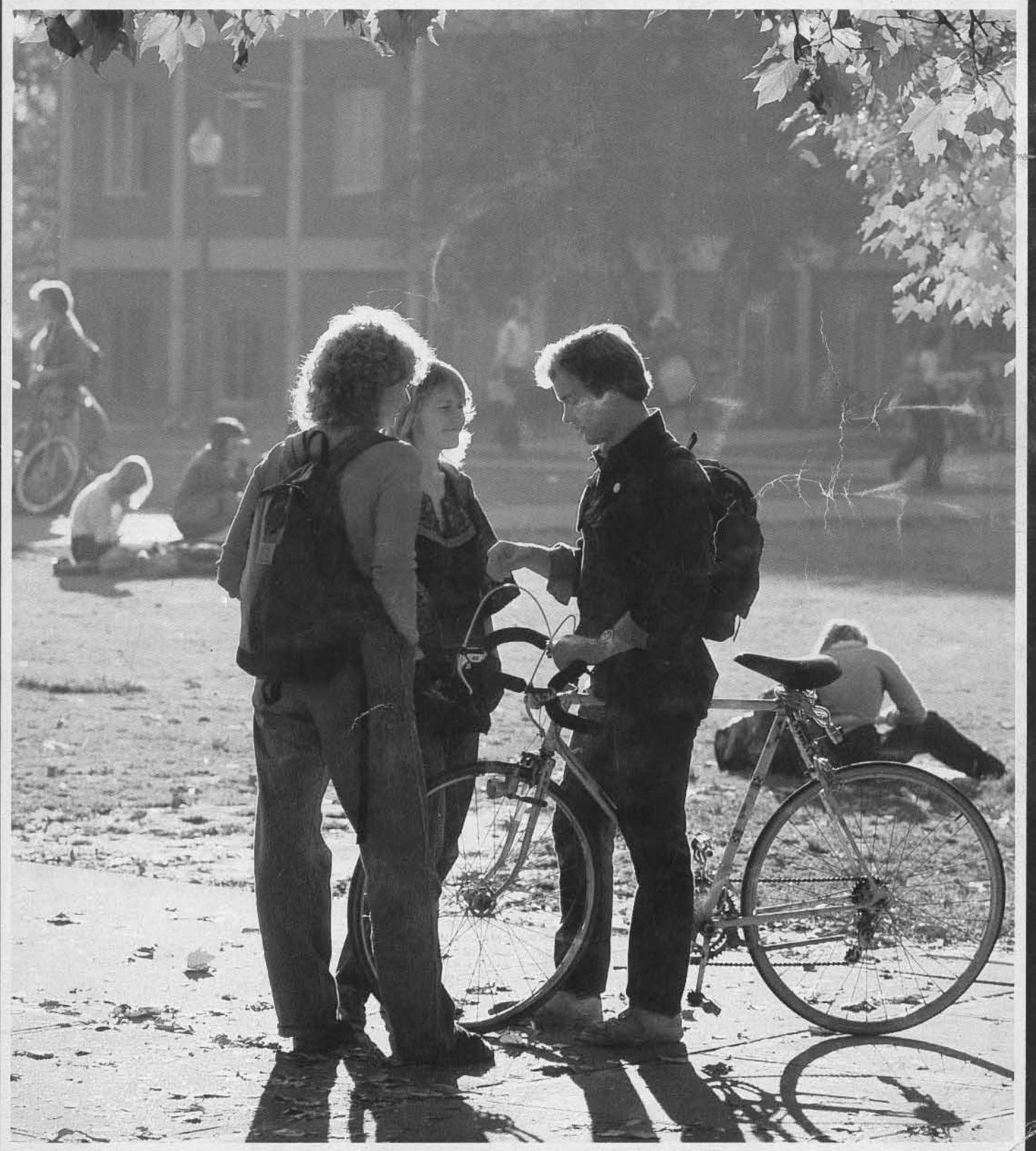


O · R · E · G · O · N



1984-85 University of Oregon Bulletin General Catalog

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

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 Cavin, Ph.D., Vice-Provost (3050)
Paul S. Holbo, Ph.D., Vice-Provost (3083)
Joanne M. Carlson, B.A., Associate Provost (3082)
Shirley L. Menaker, Ph.D., 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)
Karl J. Nestvold, Ph.D., Acting Dean, School of Journalism (3738)
Derrick A. Bell, LL.B., Dean, School of Law (3836)
Morrette L. Rider, D.Ed., Dean, School of Music (5661)
George W. Shipman, M.A., University Librarian (3056)

Richard C. Stevenson, 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 and Records, Financial Aid, the Erb Memorial Union, Academic Advising and Student Services, Career Planning and Placement, the Counseling Center, International Services, and Student Development.

Robert L. Bowlin, Ed.D., Dean of Students (3216). On leave fall 1984.

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, University 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)

Jane DeGidio, Ph.D., Director, Student Development (3216)

Gregg Lobisser, M.A., Director, Orientation (3218)

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 A. 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, student health services, and intercollegiate athletics.

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

Bill Byrne, Acting Director, Intercollegiate Athletics (5464)

Linda L. King, B.A., Administrator, Personnel Benefits (3085)

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

Harold C. Babcock, M.A., Director, Physical Plant (5251)

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

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

Marjory Ramey, B.A., 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
J. Orville Lindstrom, B.A., Director, Fiscal Affairs
Avar C. Long, M.D., Director, Health Services

Office of the Vice-President for University Relations

Wayne Kurlinski, A.B., Vice-President
202 Johnson Hall (5555)

The Office of the Vice-President for 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, News and Information Services, and KWAX-FM, a public fine arts radio station.

Barbara Edwards, M.A., Executive Assistant Vice-President (4788)

Philip Super, B.S., Executive Director, University of Oregon 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 and Information Services (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

Office of the Vice-President for Research

Richard H. Hersh, Ed.D., Vice-President
125 Chapman Hall (5128)

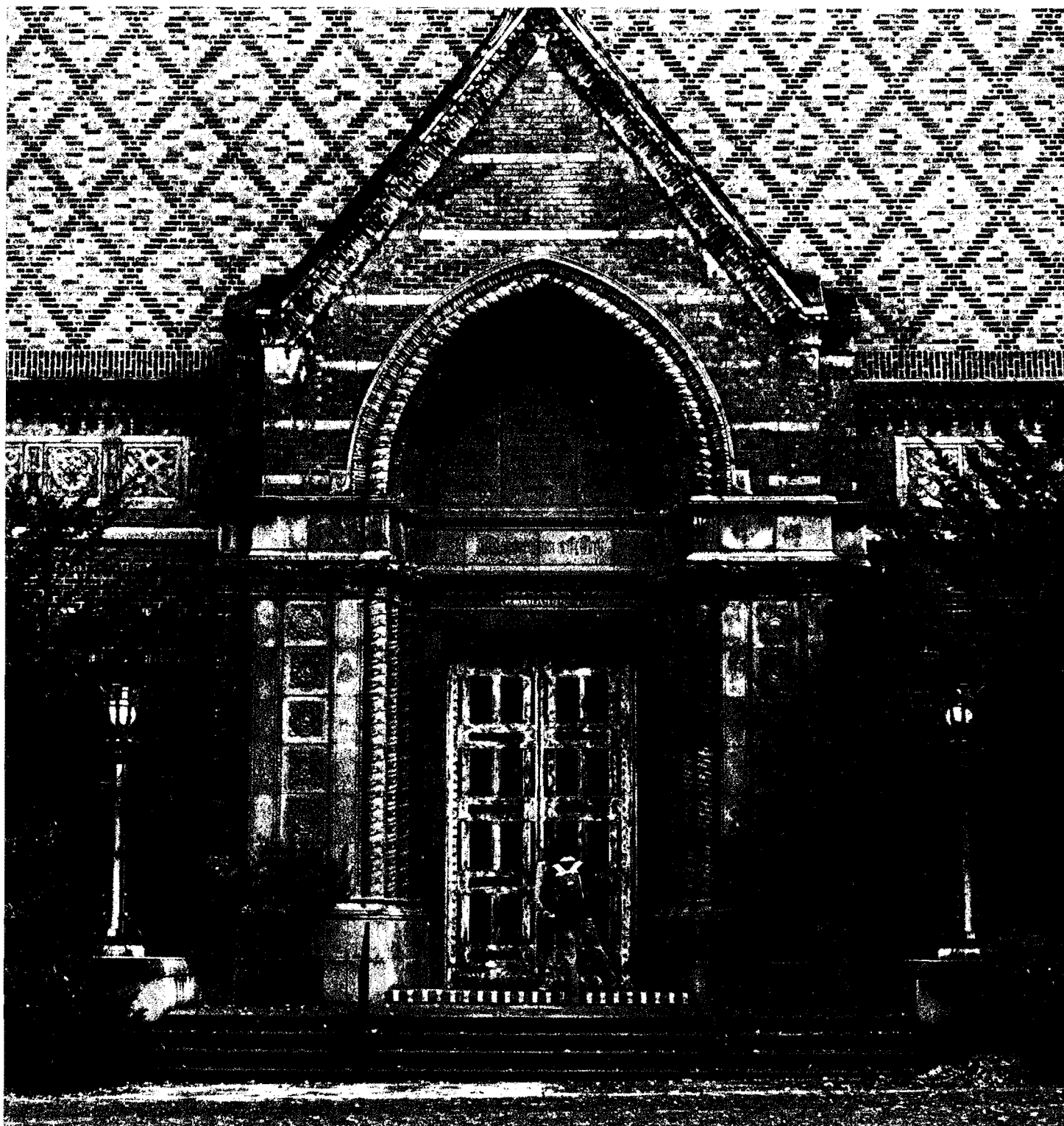
The Office of the Vice-President for Research oversees the University's research mission as it relates to federal, state, and private funding sources. The vice-president also oversees all research institutes, the Advanced Science and Technology Institute, and economic development activities.

Fred Wilhelm, M.S., Research Administrator (5132)

Diana Sheridan, M.A., Research Information Officer (5128)

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Printing of the color photographs on the covers of this catalog was funded by a special grant from the 1984-85 Board of Directors of the University of Oregon Bookstore, Inc.

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New Series
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Number 44
July 1984

(USPS 363-910)

Issued quarterly each year: July, September, October, and March.

Copies of this publication, *University of Oregon Bulletin: 1984-85 General Catalog*, are available on campus or by mail. 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 Information and Tour Services on the first floor of Oregon Hall.

The *University of Oregon Bulletin: 1985-86 General Catalog* will be published in July 1985 and may be purchased in the same manner. The *University of Oregon Bulletin: 1984-85 Law School Catalog* will be published in September 1984. Address requests to the School of Law. The third publication in the University's bulletin series, *Entering Oregon*, will be published in October 1984. It is available from the University director of admissions. The *1985 Summer Session Catalog*, fourth in the series, will be published in March 1985. Address requests to Summer Session. The latter three publications are available at no charge.

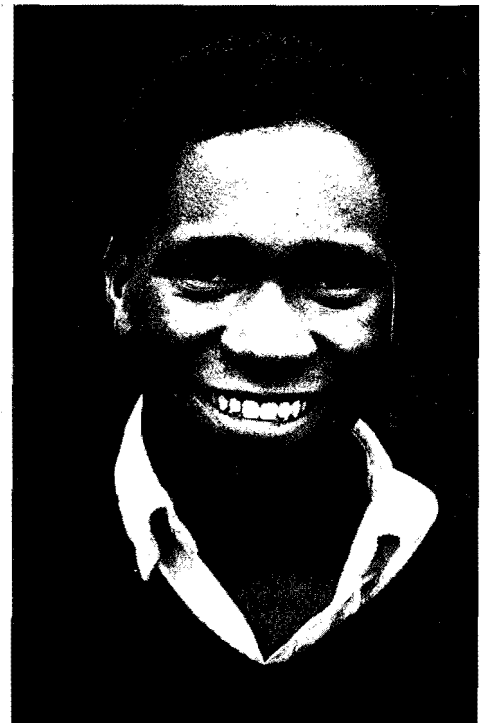
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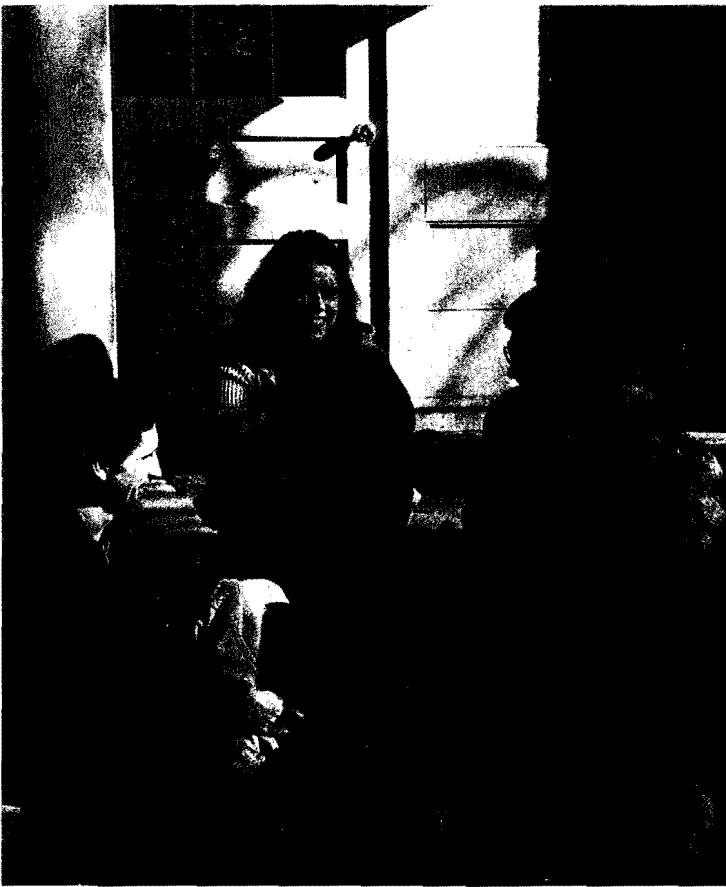
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Welcome to the University of Oregon

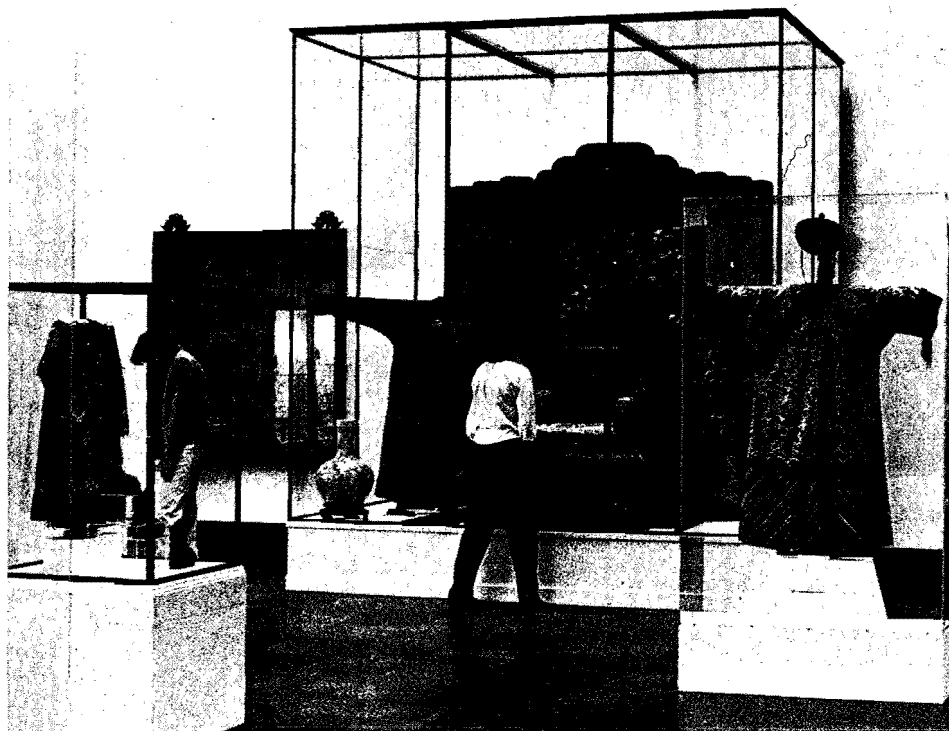
Curriculum and Research

The University is the state's center of liberal arts and sciences and professional education, and it is one of the nation's best teaching and research institutions. A comprehensive College of Arts and Sciences and professional schools in architecture and allied arts, business administration, education, human development and performance, journalism, law, and music comprise the University's academic units.

As one of just twenty-four public universities in the United States chosen for membership in the prestigious Association of American Universities, the University is preeminent in graduate and professional education and basic research.

Included among the University's institutes and research facilities are the internationally recognized Institute of Molecular Biology, the Solar Energy Center, the Oregon Institute of Marine Biology, and the Pine Mountain Observatory. The Institute of Neuroscience and the Chemical Physics Institute are two recent additions that foster research at the vanguard of science in the 1980s.

The University Library supports a wide variety of teaching and research activities. The state's largest library, it is the only library in Oregon that belongs to the Association of Research Libraries.



Culture, Sports, and Entertainment

More than 90,000 people visit the Museum of Art each year to view changing shows in the galleries as well as permanent displays from the museum's own collections of Oriental and Northwest art and photography. The Museum of Natural History features fascinating exhibits of Oregon's traditional native cultures, fossils, and environmental history, plus natural and anthropological materials from around the world.

Autzen Stadium, McArthur Court, and Hayward Field are the sites of University athletic events. The Oregon Ducks, both men and women, are best known for their accomplishments in track and field, finishing first and fourth in the nation, respectively, in 1984.

The School of Music, one of three fully accredited on the West Coast, sponsors an extensive series of public performances, highlighted each summer by the Oregon Bach Festival. University Theatre productions and dance performances take place throughout the year.

KWAX, 91 FM, is the University's National Public Radio affiliate. The station offers classical music and public affairs programming.

Students

The student population is diverse—almost an equal number of men and women, an average age of twenty-five, one graduate student for every four undergraduates, and international students from more than seventy different countries.

Among our 15,500 students are some of the world's brightest young scholars. UO students have gone on to become Rhodes Scholars, Nobel Prize winners, and government leaders. As one of only two institutions in the state of Oregon with chapters of Phi Beta Kappa (the other is at Reed College), the University has elected more than 3,000 students to the national liberal arts honorary since 1923.

Our students thrive on competition. Music students have been recent finalists in regional auditions for the Metropolitan Opera. During 1984-85, University forensics students are participating in international debate competitions in New Zealand and the Soviet Union. Alberto Salazar, former UO distance star and world record holder in the marathon, represented the United States in the Olympic Games this past summer.

Community Service

University students are active, responsible citizens. ESCAPE (Every Student Caring About Personalized Education) has provided volunteer

work experience in community agencies and schools since 1969. OSPIRG (Oregon Student Public Interest Research Group) is a student-funded and -operated organization that represents all citizens in consumer, environmental, and human rights issues. The Outdoor Program, offering wilderness experiences ranging from local hikes to Himalayan expeditions, is the largest and most active of its kind in the country.

The Campus

Chartered in 1872 and opened in 1876, the University of Oregon campus covers 250 acres. Located in the old campus area are two vine-covered buildings, Deady and Villard Halls, which have been registered as national landmarks. The campus itself is an arboretum for the study of more than 400 varieties of trees. The eighty-two campus buildings are surrounded by towering fir, cedar, pine, and many flowering trees. The beauty of the campus, coupled with the natural beauty of Oregon, provides a stimulating environment for University students.

And More

For more information about the city and state, see the Living in Oregon section of this catalog. Write, call, or visit any academic or administrative office on campus.

Guided tours of the University are available Monday through Friday, starting at Oregon Hall at 10:30 a.m. and 2:30 p.m.

Academic Majors and Minors

Colleges and Schools

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

Note: In addition to the programs listed below, the University of Oregon offers many excellent options within both majors and minors. Preparatory programs, including preengineering and prehealth sciences, are also available. Please refer to the Subject Index at the back of this catalog for these areas of academic interest.	Minor	Baccalaureate	Master's	Doctorate
Accounting (BA)		•	•	•
Anthropology (A&S)	•	•	•	•
Architecture (AAA)	•	•	•	
Art Education (AAA)		•	•	
Art History (AAA)	•	•	•	•
Asian Studies (A&S)		•	•	
Biology (A&S)	•	•	•	•
Business Administration (BA)	•			
Ceramics (AAA)		•	•	
Chemistry (A&S)	•	•	•	•
Chinese (A&S)		•		
Classics (A&S)		•	•	
Coaching (HDP)	•			
Comparative Literature (A&S)		•	•	•
Computer and Information Science (A&S)	•	•	•	•
Counseling (ED)			•	
Counseling Psychology (ED)				•
Creative Writing (A&S)			•	
Curriculum and Instruction (ED)		•	•	•
Curriculum and Supervision (ED)			•	
Dance (HDP)	•	•	•	
Decision Sciences (BA)		•	•	•
Economics (A&S)	•	•	•	•
Educational Policy and Management (ED)			•	•
Educational Psychology (ED)			•	•
Elementary Education (ED)		•	•	•
English (A&S)	•	•	•	•
Finance (BA)		•	•	•
Fine and Applied Arts (AAA)		•	•	
Folklore and Ethnic Studies (A&S)			Certificate	
Forest Industries Management (BA)			•	
French (A&S)	•	•	•	
General Science (A&S)		•		

	Minor	Baccalaureate	Master's	Doctorate
Geography (A&S)	•	•	•	•
Geology (A&S)	•	•	•	•
German (A&S)	•	•	•	•
Gerontology (HDP)	•	•	Cert.	
Greek (A&S)		•		
Health Education (HDP)	•	•	•	•
Health Education: Community Health (HDP)	•	•		
Health Education: Dental Hygiene (HDP)		•		
Health Education: Gerontology (HDP)		•		
Health Education: Medical Technology (HDP)		•		
Health Education: Safety and Driver Education (HDP)		•		
Health Education: School and Community Health (HDP)		•		
Health Education: School Health (HDP)	•	•		
Historic Preservation (AAA)			•	
History (A&S)	•	•	•	•
Humanities (A&S)		•		
Human Services (HDP)		•		
Independent Study (A&S)		•		
Interdisciplinary Studies (GRAD)			•	
Interior Architecture (AAA)	•	•	•	
International Studies (A&S)		•	•	
Italian (A&S)	•	•	•	
Japanese (A&S)		•		
Jewelry and Metalsmithing (AAA)		•	•	
Journalism (JOUR)		•	•	
Journalism: Advertising (JOUR)		•	•	
Journalism: Magazine (JOUR)		•	•	
Journalism: News-Editorial (JOUR)		•	•	
Journalism: Public Relations (JOUR)		•	•	
Journalism: Radio-Television (JOUR)		•	•	
Landscape Architecture (AAA)		•	•	
Latin (A&S)		•		
Law (LAW)				•

Note: In addition to the programs listed below, the University of Oregon offers many excellent options within both majors and minors. Preparatory programs, including preengineering and prehealth sciences, are also available. Please refer to the **Subject Index** at the back of this catalog for these areas of academic interest.

	Minor	Baccalaureate	Master's	Doctorate
Leisure Studies and Services (HDP)	•	•	•	•
Linguistics (A&S)	•	•	•	•
Management (BA)		•	•	•
Management: Human Resources (BA)				•
Management: Management Science (BA)				•
Management: Organization and Management (BA)				•
Marketing (BA)		•	•	•
Mathematics (A&S)	•	•	•	•
Music (MUS)	•	•	•	•
Music Education (MUS)		•	•	•
Painting (AAA)		•	•	
Philosophy (A&S)	•	•	•	•
Physical Education (HDP)		•	•	•
Physics (A&S)	•	•	•	•
Planning, Public Policy and Management (AAA)	•	•		
Political Science (A&S)	•	•	•	•
Printmaking (AAA)		•	•	
Psychology (A&S)	•	•	•	•
Public Affairs (AAA)			•	
Religious Studies (A&S)	•	•		
Romance Languages (A&S)		•	•	•
Russian (A&S)		•	•	
Russian and East European Studies (A&S)			Certificate	
Scandinavian (A&S)	•			
Sculpture (AAA)		•	•	
Secondary Education (ED)		•	•	•
Sociology (A&S)	•	•	•	•
Spanish (A&S)	•	•	•	
Special Education (ED)			•	•
Speech: Rhetoric and Communication (A&S)	•	•	•	•
Speech: Telecommunication and Film (A&S)		•	•	•
Speech: Theater Arts (A&S)	•	•	•	•
Speech Pathology-Audiology (ED)		•	•	•
Urban and Regional Planning (AAA)			•	
Visual Design (AAA)		•	•	
Weaving (AAA)		•	•	
Women's Studies (A&S)			Certificate	



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 taken requires at least three hours each week for class meetings and homework. A 15-credit course load requires about 45 hours each week.
2. Each term's schedule should be planned to include the University Graduation Requirements for the Baccalaureate Degree (see **Registration and Academic Policies**) 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 student's 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 the sophomore or junior year 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. 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, 244 Hendricks Hall.

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

Establishing educational and career goals is complex. Students who are career-oriented in a narrow sense are often unaware of the distinctions made among the terms employment, position, vocation, occupation, and career. Resources in the Office of Academic Advising and Student Services, 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 electives.

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

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 are 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*.

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.

Practica 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.

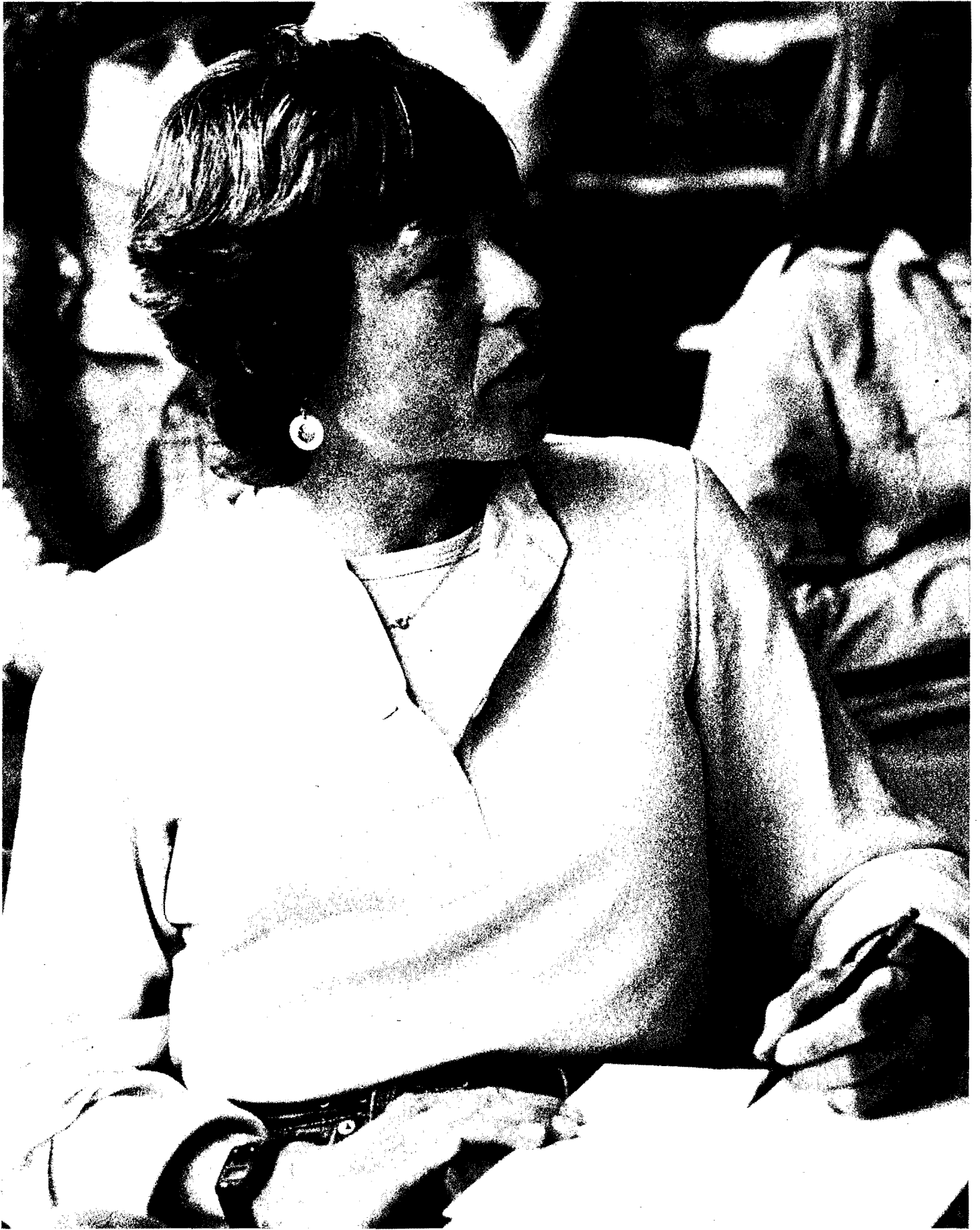
Placement Services

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
<p>Freshman and Sophomore Years Freshman: 0-44 credits Sophomore: 45-89 credits</p>	<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 244 Hendricks Hall 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 at 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>
<p>Junior Year 90-134 credits</p>	<p>Order a degree analysis from the Office of the Registrar, noting upper-division credits and credits for the baccalaureate degree (first term).</p> <p>Consult with departmental adviser on progress in major (first term).</p> <p>Plan to take admission 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>
<p>Senior Year 135+ credits</p>	<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

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

Admission Procedures

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 this is taken into consideration in reviewing applications for admission.

Freshman Admission

To be admitted to the University of Oregon, students must complete the minimum number of years of study in certain disciplines and meet the grade point average or test score alternatives outlined below. Exception to meeting the specific course requirements for admission will be granted to students from schools unable to provide all of the specified courses. This exception will be available only for two years—1985 and 1986.

Specific course requirements include:

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

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

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

Social Studies—three years. Study must include one year of U.S. history, one year of global studies (for example, world history, geography), one-half year of government and one-half year of a social studies elective.

Other college preparatory course work—two years. It is recommended that these years be in foreign language study. Computer science, fine or performing arts, or other college preparatory electives will satisfy this requirement. Fourteen total units of college preparatory course work are required.

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

1. To be admitted to the University of Oregon, students must have
 - (a) graduated from a standard or accredited high school, and
 - (b) completed the course requirements outlined above, and
 - (c) obtained a score of 30 on the Test of Standard Written English (TSWE) or a score of 12 on the English portion of the American College Test (ACT).
2. Students must also meet one of the following requirements:
 - (a) a 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 SAT or ACT scores (2.10 for nonresidents with high school GPA of 2.25-2.74); **or**
 - (c) a minimum GPA of 2.00 in 12 credits of prescribed course work taken during the summer session at the University of Oregon; **or**
 - (d) a minimum GPA of 2.00 (2.25 for nonresidents) in 15 credits 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 Educational 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, B=3 points per credit, C=2 points per credit, D=1 point per credit, F=0 points. The grade point average (GPA) equals the total points divided by total credits for which grades are received.

Admission Exceptions

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

1. A 9-credit structured program that must be completed at the University of Oregon. Requirements include enrolling in one English composition course and in 6 credits of courses that satisfy the University's group requirements. Students attending the University of Oregon prefreshman program must have their class schedules approved by the director of admissions before enrolling.
2. The second option is a 15-credit (equivalent to 10 semester credits) unstructured program completed at any accredited college or university. Any combination of 15 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).

Placement Examinations

New freshmen and transfer students who have earned fewer than 15 quarter credits are required to submit the results of the SAT or the ACT. The Test of Standard Written English (TSWE), a part of the SAT, is used for placement in the University's required writing courses. Therefore, students who have only taken the ACT and transfers who have not completed an English composition course 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 **1984-85 national test dates for the SAT** are October 13, November 3, December 1, January 26, March 23, May 4, and June 1. **ACT test dates** are October 27, December 8, February 9, April 20, and June 8. 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 Baccalaureate Degree Requirements).

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, music, French, German, Spanish, and Latin. For information about advanced placement, inquire at the Office of Admissions.

Transfer Admission

Students who have completed 15 or more credits of graded, transferable work with a minimum GPA of 2.00 (2.25 for nonresidents) may be admitted if their high school records meet the college preparatory requirements specified under freshman admission. Those whose records do not meet these requirements must complete a minimum of 30 transferable college credits with a cumulative GPA of 2.00 (2.25 for nonresidents) in order to qualify.

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 credits 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 group requirements apply to all new undergraduates beginning in fall 1985. See Group Requirements: Plan I under **Registration and Academic Policies**.

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. An 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 this 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

- (a) an unemancipated student whose parent or legal guardian resides outside of Oregon at the time of the student's registration; or
- (b) 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 applies for residency for the term in which the student seeks change of status.

Changes in Residence

1. A student enrolling as an entering freshman after graduating from an Oregon high school with not less than one year of regular attendance shall be considered a resident student. If the student transfers to an institution outside of Oregon and later seeks to enroll again in an Oregon 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 establishes 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).

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

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

- 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.

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

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

Applicants from foreign countries 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 and Tour Services

For information about services, office locations, or general questions about the University, students should go to Information and Tour Services (ITS) on the first floor of Oregon Hall, or call 686-3014. Open 8:30 a.m.-4:30 p.m. Monday through Friday, ITS 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 see Application Deadlines under Admissions and Records. 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. See the Academic Calendar detailed list of this and other important events during the current academic year.

Students are held responsible for familiarity with University requirements governing such matters as registration, academic standards, student activities, student conduct, and organizations. Complete academic regulations are included each term in the separately published *Time Schedule of Classes*, 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, provided 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 in the Academic Majors and Minors section 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 Baccalaureate Degree Requirements 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

4 Grading and Marking

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 (Withdrawal). A student-initiated mark. Students may withdraw from a course by filing the proper forms in the Office of the Registrar in accordance with University regulations. See the *Time Schedule of Classes* for 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; B, 3 points per credit; C, 2 points per credit; D, 1 point per credit; and F, no points per credit. To calculate the grade point average, total points are divided by the total credits, including the Fs. 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.

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

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

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

1 Credit. Indicates one 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 Credits. 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.

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

Major. A primary field of specialized study.

Minor. A secondary field of specialized study.

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

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

Preparatory Programs. Undergraduate courses of study taken in preparation for professional or graduate degrees.

Prerequisite. A course or other educational requirement that must be completed prior to another course or before proceeding to more advanced study.

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

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

SEARCH. Experimental courses that are student initiated and usually student taught.

Semester. One-half the academic year.

1 Semester Credit. Indicates one semester credit hour, which 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: Terms particular to the College of Education are defined in that section of this catalog.

Course Prefixes

The following courses prefixes are in accordance with the Oregon State System of Higher Education. They appear throughout all University of Oregon catalogs and *Time Schedules of Classes*.

AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
ACTG	Accounting
ALS	Academic Learning Services
ANTH	Anthropology
ARCH	Architecture
ARE	Art Education
ARH	Art History
ART	Fine and Applied Arts
ARTC	Art: Ceramics
ARTJ	Art: Jewelry and Metalsmithing
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ARTV	Art: Visual Design
ARTW	Art: Weaving
BE	Business Environment
BI	Biology
CH	Chemistry
CHN	Chinese
CI	Curriculum and Instruction
CIS	Computer and Information Science
CL	Classics
CLIT	Comparative Literature
CPSY	Counseling Psychology
DP	Dance: Professional
DS	Dance: Service
DSC	Decision Sciences
EC	Economics
EDPM	Educational Policy and Management
ELED	Elementary Education
ENG	English
EPSY	Educational Psychology
ES	Folklore and Ethnic Studies
FINL	Finance
FR	French
GEOG	Geography
GEOL	Geology
GER	German
GERO	Gerontology
GRK	Greek
HBR	Hebrew
HC	Honors College
HDEV	Human Development and Performance
HEP	Health Education: Professional
HES	Health Education: Service
HS	Human Services
HST	History
HUM	Humanities
IARC	Interior Architecture
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JPN	Japanese
L	Law
LA	Landscape Architecture
LAT	Latin
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LSS	Leisure Studies and Services
MGMT	Management
MGRK	Modern Greek

MIL	Military Science
MKTG	Marketing
MTH	Mathematics
MUE	Music Education
MUP	Music Performance
MUS	Music
OCTR	Overseas Centers
PE-A	Physical Education: Aquatics
PE-C	Physical Education: Combative Activities
PE-F	Physical Education: Individual Fitness
PE-G	Physical Education: Gymnastic Activities
PE-I	Physical Education: Individual and Dual Sports
PE-O	Physical Education: Outdoor Pursuits
PE-S	Physical Education: Club Sports
PE-T	Physical Education: Team Sports
PE-V	Physical Education: Inter-collegiate Athletics
PEP	Physical Education: Professional
PH	Physics
PHL	Philosophy
PORT	Portuguese
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
R	Religious Studies
RHCM	Rhetoric and Communication
RL	Romance Languages
RUSS	Russian
SCAN	Scandinavian
SEED	Secondary Education
SLAV	Slavic
SOC	Sociology
SPA	Speech Pathology-Audiology
SPAN	Spanish
SPED	Special Education
TA	Theater Arts
TCF	Telecommunication and Film
TRN	Transportation
WR	Writing
WST	Women's Studies

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 (M). 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 (M).

500-599

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

500-510. Graduate courses which may be repeated for successive terms under the same number, credit being granted according to the amount of work to be done (credits to be 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 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.

600-699

Courses of a highly professional or technical nature which count toward a professional degree only (not toward advanced academic degrees such as M.A., M.S., Ph.D.).

Sample Course Listings

The following examples are for Interior Architecture (IARC):

288 [IARC course number] Creative Problems in Interior Architecture [course title] (6) [course credits] A series of creative problems in interior design relating to the planning processes by which interior spaces and forms are studied and executed. [course description] P/N only. [grade option] Prereq: ARCH 181, 182; IARC 204. [prerequisites] Not offered every year. [course frequency]

370, 371 [IARC course number] Materials of Interior Design [course title] (3,3) [credits each term] Critical survey and study of properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. [course description] Open to nonmajors with instructor's consent. [enrollment limitation]

ARCH [home-department course prefix] 420 [course number] (G) [major graduate credit] Advanced Design Development Media [course title] (3) [credits] See description under Architecture. [cross-reference]

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

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.

Baccalaureate Degree Requirements

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

Credits

186 credits with passing grades are required for the Bachelor of Arts, Bachelor of Science, Bachelor of Education, Bachelor of Music, and Bachelor of Physical Education. 220 credits are required for the Bachelor of 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 credits in the major, including 24 in upper-division work. Specific requirements are listed under individual departments. 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

Many degree-granting units offer a formal minor, effective winter 1984. The University requires a minimum of 24 credits, including 15 in upper-division work. Minor requirements, including residency, are listed under department headings.

Upper-Division Work

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

Residency

After completing 126 credits of the 186 required (or 160 credits of the 220 required), 45 credits must be taken at the University as a regularly admitted student. Course work through the University Community Education Program (for individuals not formally admitted to the University) may not be counted as residence credit.

Graded Credits

90 graded credits must be earned.

A minimum of 45 graded credits 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*

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. 196 is reserved for Field Studies, 198 for Workshop, Laboratory Projects, or Colloquium; both are 1-2 credits. 199 is reserved for Special Studies, 200 for SEARCH; both are 1-3 credits.

300-499

Upper-division courses. 399 is reserved for Special Studies, 1-4 credits.

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

6 Group Requirements: Arts and Letters

Schedule of Classes may be counted toward the 45-credit requirement only if the 90-credit requirement has been satisfied.

Satisfactory Work

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

1. 85 percent of all work completed at the University of Oregon must be passed with grades of A, B, C, D, or P. (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.)
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 credits (WR 121 and either WR 122 or 123 or equivalents) with grades of C or better. For placement, prerequisites, or exemption, see policy in English section of this catalog.

Health. Designated HES 199 course (see *Time Schedule of Classes*) or HES 211 or HES 250 or, for elementary education majors only, HEP 440.

Group Requirements

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

Two sets of group requirements have been in effect since the academic year 1982-83.

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

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

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
ARH 311, 312, 313 History of Western Architecture

ARH 341 History of Modern Art
ARH 381 History of Photography

CLUSTERS: ARH 201, 202, 203
ARH 204, 205, 206
ARH 207, 208, 209
ARH 311, 312, 313

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)

GROUP REQUIREMENTS: PLAN I

PLAN I applies to all new students who have been formally admitted and enrolled at the University during the academic year 1982-83 and thereafter. **Exception:** new students who have been formally admitted and enrolled with 30 or more transfer credits will follow **PLAN II** through summer 1985. Effective fall 1985, all new students will follow **PLAN I**.

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 taken 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 group requirements, and all courses must be 3 or more credits. Beyond the original major, each additional major or minor in a general education area may be substituted for one cluster. Any substitution must be consistent with the policy on Cluster distribution.

Comparative Literature

CLIT 201, 202, 203 Comparative Literature:
Epic, Drama, Fiction

CLUSTER: CLIT 201, 202, 203

Dance

DP 251 Introduction to Dance

NO CLUSTERS

East Asian Languages and Literatures

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 20th-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
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 20th-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 355 History of Jazz
CLUSTER: MUS 201, 202, 203

Religious Studies

R 111 Introduction to the Study of the Bible
NO CLUSTERS

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

Note: A minor in the following may be substituted for an arts and letters cluster: art history, English, French, German, Italian, music, philosophy, rhetoric and communication, Scandinavian, Spanish, theater arts.

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

Dance

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

Economics

EC 101 Economics of Current Social Issues
 EC 201, 202 Introduction to Economic Analysis
 EC 203 Introductory Economic Analysis
 EC 311 Money and Banking
 EC 315 Urban Economic Problems
 EC 329 Introduction to Public Economics
 EC 332 Issues in Resource Economics
 EC 333 Issues in Environmental Economics
 EC 335 Human Capital: Problems and Issues
 EC 340 Introduction to International Economics
 EC 344 Labor Market Issues
 EC 350 The Market System and Its Critics
 EC 357 Problems and Issues in the Developing Economies
 EC 360 Private Industry and Public Policy
 EC 370 The Evolution of Economic Ideas
 EC 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 Japan, Past and Present
 HST 301, 302, 303 Europe since 1789
 HST 304, 305, 306 English History
 HST 321, 322 History of American Foreign Relations since 1941
 HST 331 Perceptions and Roles of Women from the Greeks through the 17th Century
 HST 332 Women and Social Movements in Europe from 1750 to the Present
 HST 350, 351, 352 History of Latin America
 HST 374 History of Religious Life in the United States
CLUSTERS: HST 101, 102, 103
 HST 201, 202, 203
 HST 221, 222, 223
 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 (any three)

Religious Studies

R 201, 202, 203 Great Religions of the World
 R 301 Religions of India
 R 302 Chinese Religions
 R 303 Japanese Religions
 R 311, 312, 313 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

8 Group Requirements: Social Sciences

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

Note: A minor in the following may be substituted for a social science cluster: economics, history, religious studies, sociology. Students should inquire at the Departments of Anthropology, Geography, Linguistics, and Psychology regarding possible substitution of a minor in these disciplines for a social science cluster.

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 138 Flora of Western Oregon
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 Earth's Dynamic Interior, The Face of the Earth, Earth History. **Note:** The subject matter of GEOL 101 and 102 was formerly taught in reverse order. Students should not retake the same course.
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 341 Psychology of Visual Art
CLUSTER: PSY 211, 212, 213

Interdepartmental Science Clusters

"Origins" (any three)

BI 126 Principles of Evolution
BI 242 Paleobiology and Evolution of Plants
CH 123 Chemical Origins of Life
GEOL 304 The Fossil Record

"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

Note: A minor in the following may be substituted for a science cluster: biology, chemistry, computer and information science, geology, mathematics, physics. Students should inquire at the Departments of Anthropology, Geography, Linguistics, and Psychology regarding possible substitution of a minor in these disciplines for a science cluster.

Plan II 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

GROUP REQUIREMENTS: PLAN II

PLAN II applies to all students who were admitted and enrolled at the University prior to fall term 1982. **PLAN II** also applies to new students who are formally admitted and enrolled during the academic year (fall 1982 through summer 1985) if on admission 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 credits; courses numbered below 100; those numbered 199, 200, or 399-410; 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.

Plan II 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, 458, 459, 461, 462, 463, 468, 480, 481, 482
Political Science
Psychology 201, 214, 215, 216, 303, and courses of at least 3 credits numbered 351-357, 374-388, 411-427, and 456-489
Religious Studies (except 111, 431)
Sociology
Women's Studies

Plan II 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 100)
Physics
Psychology 211, 212, 213, 217, 218, 219, 302, 341, and courses of at least 3 credits 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 chemistry;

Bachelor of Science in Business Administration). See degrees listed under **Academic Majors and Minors**.

For the Bachelor of Arts (B.A.):

36 credits of language and literature and proficiency in a foreign language are required.

- The language requirement for the B.A. degree may be met in one of the following ways:
 - satisfactory completion of at least the third term, second year of a foreign language course taught in the language;
 - examination administered by the appropriate department, showing language competence equivalent to that attained at the end of two years of college study. Scores on the foreign language examination taken by incoming freshmen indicate the level at which students *might* begin, not where they *must* begin.
- 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 the Arts and Letters group.

For the Bachelor of Science (B.S.):

- 36 credits of science **or** 36 credits of social science are required.
 - 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 295, 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 290, 411, 421, 426, 450, 451, 452, 460, 470; Mathematics; Physics; Psychology 211, 212, 213, 217, 218, 219, 302, 304-350, and 430-450. **Note:** The science fields are not identical to the Sciences group requirement.

- Effective fall term 1983 through summer term 1985, all newly enrolled students admitted with 0-29 credits must meet the mathematics competency requirement for the Bachelor of Science degree. Beginning fall 1985, all new students must meet the mathematics competency 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:

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

- Credit transferred from an accredited community college or junior college: maximum of 108 credits.
- Correspondence study: maximum of 60 credits.
- Law, medicine, dentistry, technology: maximum of 48 credits in professional courses toward any degree other than a professional degree.
- A maximum of 24 credits in any of the following areas with not more than 12 in any one:
 - lower-division vocational technical courses;
 - physical education activity courses, except for majors in health education, physical education, and leisure studies and services;
 - studio instruction in music, except for majors in music.
- Music majors: toward the B.A. or B.S. degree, a maximum of 24 credits in studio instruction of which not more than 12 may be taken in the student's freshman and sophomore years.

- Changes of grades, including removal of incompletes, must be filed in the Office of the Registrar within 30 days after granting of a degree.
- Undergraduate credits earned by course challenge (credit by examination) and the College-Level Examination Program (CLEP) are counted toward the satisfaction of all baccalaureate 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 baccalaureate degree from an accredited institution may earn an additional baccalaureate degree at the University of Oregon. The student must satisfactorily complete all departmental, school, or college requirements for the second degree. Of these requirements, the following must be completed after the prior degree has been awarded:

The student must complete an additional 36 credits in residence as a regularly admitted student if the prior baccalaureate degree was awarded by the University of Oregon, or an additional 45 credits in residence if the prior baccalaureate degree was awarded by another institution.

- 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).
- If the 85 percent requirement is met, then 75 percent of all work completed must be passed with grades of A, B, C, P.
- A minimum of 18 credits must be graded (A, B, C, D) if the prior baccalaureate degree was earned at the University of Oregon, or 23 credits if at another institution.
- 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.
- The Bachelor of Arts degree requires 36 credits of language and literature including proficiency in a foreign language. The Bachelor of Science degree requires 36 credits of science or 36 credits of social science.
- Effective fall term 1985, the Bachelor of Science degree requires proficiency in mathematics.

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 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 unsatis-

factory 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, 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

Registration

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

Re-enrollment

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.

Summer Session

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.

Transcripts

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.

Concurrent Enrollment

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

Alternate Ways to Earn Credit

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

Advanced Placement

Enrolled students who have completed college-level studies in high school under the Advanced Placement Program sponsored by the College Entrance Examination 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 (fewer than 90 credits) may also take CLEP general examinations in the humanities, sciences, and social sciences. A score of 500 or better on each general examination earns 9 credits toward graduation and may fulfill a portion of the group requirements for the 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.

Credit by Examination

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

- 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.
- Arrangements for the examination must be completed at least one month before the examination date.
- The student must pay, in advance, a special examination fee of \$25.00 per course.
- The student is allowed only one opportunity to qualify for credit by examination in any given course.
- 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, 399-410, 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 (7 or fewer credits) of regular University courses without the formality of applying for admission may do so. A wide variety of courses is available for part-time students of all ages who are not formally admitted to the University. Further information on regulations governing enrollment and credit is available at the University Continuation Center, 333 Oregon Hall, telephone 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 activity fees, and building fees. For a full-time student, 1983-84, the health service fee was \$33.00, the incidental fee was \$56.00, the building fee was \$12.50, and the gym activity fee was \$3.00. The fees are subject to change for 1984-85.

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 1984-85 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 credits	\$477.50	\$1,352.50
Part-time registration:		
1 credit	101.00	174.00
2 credits	135.00	281.00
3 credits	168.00	387.00
4 credits	202.00	494.00
5 credits	235.00	600.00
6 credits	269.00	707.00
7 credits	302.00	813.00
8 credits	338.00	922.00
9 credits	372.00	1,029.00

10 credits	407.00	1,137.00
11 credits	441.00	1,244.00
Over full-time registration (per credit):	31.00	104.00

Graduate Tuition	Resident	Nonresident
Full-time registration (one term):		
9-16 credits	\$698.50	\$1,114.50
Part-time registration:		
1 credit	136.00	182.00
2 credits	206.00	298.00
3 credits	275.00	413.00
4 credits	345.00	529.00
5 credits	414.00	644.00
6 credits	484.00	760.00
7 credits	553.00	875.00
8 credits	628.00	996.00
Over full-time registration (per credit):	66.00	112.00

Law School Tuition	Resident	Nonresident
Full-time registration (one semester):		
9-16 credits	\$1,347.75	\$1,971.75
1 credit	237.00	306.00
2 credits	375.00	513.00
3 credits	512.00	719.00
4 credits	649.00	925.00
5 credits	786.00	1,131.00
6 credits	924.00	1,338.00
7 credits	1,061.00	1,544.00
8 credits	1,206.00	1,758.00
Over full-time registration (per credit):	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 under Tuition and Fee Refunds in this catalog. A separate \$50.00 deposit is required of all residence hall tenants.

Deferred Tuition

Students who have difficulty paying tuition at the time of registration may apply 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 credits 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.

Credit by Examination: \$25.00 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 credits 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 1984-85 to register and pay fees without penalty: fall term, September 26, 1984; winter term, January 9, 1985; spring term, March 29, 1985.

Replacement of Photo 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. 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 credits of work in any term; part-time employees may enroll for a maximum of 10 credits. The fee is nonrefundable.

Transcripts: \$5.00. The first official copy of a student's University academic record is \$5.00. Each additional copy furnished at the same time is \$1.00. The University reserves the right to withhold transcripts of 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 and removal of the term sticker on the photo ID card.
5. In case of complete withdrawal, students who received financial aid are responsible for repayment of that aid in accordance with the University Financial Aid Repayment Policy. See *Time Schedule of Classes* for details.

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

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

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

260 Oregon Hall
Telephone 686-3221
Edmond Vignoul, Director
E. Carol Richard, Associate Director
James Gilmour, Assistant Director
Charlene Simpson, Assistant Director
Elizabeth Bickford, Counselor
Andrea Cook, Counselor

Financial aid in the form of scholarships, grants, loans, and employment is available at the University of Oregon to eligible students who need assistance to attend school. The Office of Student Financial Aid provides counseling and information services to students and parents, and administers a comprehensive program of financial assistance. Financial aid counselors are available on a drop-in basis and by appointment. Office hours are 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 1983-84. Tuition and fee schedules are subject to revision by the Oregon State Board of Higher Education, and may be increased for 1984-85. See Tuition and Fees for 1984-85 in this catalog.

Student Classification	One Term	Three Terms
Undergraduate		
Resident	\$ 477.50	\$1,432.50
Undergraduate		
Nonresident	1,352.50	4,057.50
Graduate Resident	698.50	2,095.50
Graduate Nonresident ..	1,114.50	3,343.50
Graduate Assistant	104.50	313.50
Law Resident		
(Semester)	1,347.75	2,695.50
Law Nonresident		
(Semester)	1,971.75	3,943.50

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 1984-85 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)	780.00	2,340.00
Single (living		
off-campus)	870.00	2,610.00
Single Parent (living		
off-campus)	1,290.00	3,870.00

Single Parent (living		
in Westmoreland or		
Amazon family		
housing)	915.00	2,745.00
Married (living		
off-campus)	1,740.00	5,220.00
Married (living in		
Westmoreland or		
Amazon family		
housing)	1,305.00	3,915.00

A dependent's allowance of \$140.00 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)	200.00	400.00

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, an independent nonresident student who is enrolled at the University for the first time, and 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 1983-84 ranged from \$2,127 to \$3,787. 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. (FAFs 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 1984-85 academic year is based on (a) resources earned during summer 1984 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 a percentage of 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 dependent students attending summer session full time, the anticipated contribution is earnings minus taxes, or a minimum of \$300 per term, whichever is larger.
4. For independent students attending summer session full time, the anticipated contribution is a percentage of earnings minus taxes, or a minimum of \$300 per term, whichever is larger.
5. 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 1984-85 academic year, the expected contribution from a spouse who is not attending school is based on resources earned and received during summer 1984 and through the end of the following spring term. These resources include

a percentage of earnings minus taxes and a summer living allowance if the student spouse is not attending summer school, or a minimum of one-half the appropriate budget amount for meals, housing, and miscellaneous personal expenses.

Parents' Contribution. Parental contributions for the 1984-85 academic year are based on parents' income and assets for 1983. 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 dependents 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. Expected student earnings above the minimum contribution of \$900 will be used in place of National Direct Student Loan or College Work-Study or both.

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 Programs. 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.

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 between April 15 and May 1 to all students who have supplied the necessary information to the Office of Student Financial Aid on or before March 1. Notifications are mailed during the summer to all students who have supplied the necessary information between March 2 and 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 credits 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 credits 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 Student 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 all three pages of the Student Aid Report and any other required documents to the Office of Student Financial Aid.

Supplemental Educational Opportunity Grant (SEOG)

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

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 NDSLs 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 8 percent per year on the unpaid balance for new borrowers or 9 percent per year for returning borrowers. 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.

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 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.

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 amount for the 1983-84 academic year was \$672.

Need Grants are awarded to resident undergraduates who have sufficient financial aid eligibility. Award amounts for the 1983-84 academic year ranged from \$267 to \$735.

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 credits per term), satisfactorily completes a minimum of 36 credits 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.

Academic Progress

Students receiving financial aid are required to maintain satisfactory academic progress toward the completion of their degree programs within a reasonable period of time as established by the University. A full-time undergraduate student must complete satisfactorily a minimum of 12 credits per term. A full-time graduate student must complete satisfactorily a minimum of 9 credits per term (or per semester for a law student).

Information concerning monitoring academic progress and handling any deficiencies is provided to each student who is offered financial assistance from federal and state programs.

Scholarships

Scholarships Awarded by a Department or School

Undergraduate and graduate students who have selected a major field 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 and other necessary documents 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. The University Scholarship Committee selects candidates to receive \$1,000 scholarships for each of their four years at the University. Selection is based on academic achievement and leadership. To retain the scholarships for four years, recipients are expected to maintain a high level of academic performance at the University.

National Merit Scholarships

The University of Oregon is the only public institution in Oregon which sponsors the National Merit Scholarship program. Several four-year scholarships ranging from \$500 to \$2,000 per academic year are awarded. Interested high school students should consult their high school counselors and arrange to take the Preliminary Scholastic 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. These terms are under review and subject to revision. Information about possible changes will be available in August 1984.

To apply for a University Long-Term Loan, a student must make an appointment with a financial aid counselor. The loans are processed by the 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.

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 Student Employment Office, which is a part of the Oregon State Employment Division, helps University students, their spouses, and dependents find part-time work. No fee is charged. Students who want employment should 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.

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

Physical Plant. Students, both women and men, who want custodial or grounds maintenance work should 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

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



Student Housing

Walton Hall
Telephone 686-4277
Marjory A. Ramey, Director
Fred Babcock, Food Service Director
Donald Moon Lee, Associate Director
Robert Minshall, Business Manager
Richard Romm, Residence Life Director

University of Oregon students may choose their own living arrangements from a variety of accommodations provided by the University and the community. Students living in the residence halls and other University-owned housing are expected to adhere to regulations established by 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. Most halls house freshmen and upperclass students together. 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. Other complexes devote the living units entirely to one sex or the other, and several halls have entire floors reserved alternately for men or for women. Special-interest halls house students interested in creative arts, environmental studies, international studies, music, computers, fitness, and other academic pursuits.

Residence Hall Services

The following services 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 and refrigerators are available at an extra charge.

Residence Hall Costs

Rates* for 1984-85, subject to change:

	Multiple Room and Board	Single Room and Board
Fall	\$ 994	\$1,291
Winter	664	862
Spring	553	718
Total	\$2,211	\$2,871

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

	Economy Multiple	Economy Single
Fall	\$1,291	\$1,677
Winter	862	1,119
Spring	718	933
Total	\$2,871	\$3,729

*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 1984-85 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, University of Oregon, Eugene, Oregon 97403.

Family Housing University Apartments

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

Westmoreland, three miles from campus, consists of 408 one- and two-bedroom furnished apartments. Rent is \$113.00 and \$142.00 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 \$118.00 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. To be eligible for family housing, students must be enrolled for a minimum of course work: graduate students holding half-time GTF appointments, 6 credits; graduate students holding one-third time appointments, 9 credits; other graduate students, 9 credits; undergraduates, 12 credits. 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.

East Campus Housing

The University also owns more than 100 houses in a four-block area east of the campus. These units are rented by University Housing to student families according to a 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 1984-85 when actual expenses of housing operations exceed budgeted expenses. Address inquiries to University Housing, Walton Hall, University of Oregon, Eugene, Oregon 97403.

Affiliated Housing Fraternities and Sororities

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

Fraternities and sororities are 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 -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.

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.

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 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.



Arts and Sciences

114 Friendly Hall

Telephone 686-3902

Robert M. Berdahl, Dean

Alison Baker, Associate Dean for Fiscal Affairs

John Orbell, Associate Dean for Undergraduate Studies

Donald Van Houten, 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."

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. 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 majors in 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 supports numerous interdisciplinary and special programs: Asian studies, classical archaeology, cognitive science, comparative literature, environmental studies, 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.

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

Continued on page 26.

	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition literature or foreign language at appropriate level A&L cluster course* SS cluster course mathematics or computer science or science	health requirement literature or foreign language at appropriate level A&L cluster course SS cluster course mathematics or computer science or science	WR 122 English Composition literature or foreign language at appropriate level A&L cluster course SS cluster course mathematics or computer science or science	Look for interrelated clusters, e.g., ENG 253, 254, 255 Survey of American Literature and HST 201, 202, 203 History of the United States, or ENG 107, 108, 109 World Literature and HST 101, 102, 103 History of West- ern Civilization. possibly a cluster
Sophomore Year	literature or foreign language at appropriate level A&L course mathematics or computer science elective	literature or foreign language at appropriate level A&L course mathematics or computer science elective	literature or foreign language at appropriate level A&L course mathematics or computer science elective	possibly a cluster possibly a cluster

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. The average course load for a full-time student is 15-16 credits per term. For more details, consult the **Registration and Academic Policies** section of this catalog and your adviser.

*Each degree in the College of Arts and Sciences requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition mathematics and/or foreign language at appropriate level SS cluster course S cluster course elective	health requirement mathematics and/or foreign language at appropriate level SS cluster course S cluster course elective	WR 122 English Composition mathematics and/or foreign language at appropriate level SS cluster course S cluster course elective	Mathematics may constitute a cluster.* Students taking both mathematics and a foreign language would have an 18- credit course load, which may be inappropriate. Consult your adviser. may be A&L group satisfying**
Sophomore Year	mathematics and/or foreign language SS course A&L cluster course S course elective	mathematics and/or foreign language SS course A&L cluster course S course elective	mathematics and/or foreign language SS course A&L cluster course S course elective	MTH 207, 208, 209 Calculus for the Nonphysical Sciences is an appropriate sequence. should be group satisfying should be group satisfying Computer science or speech is appropriate for those not taking both mathematics and a foreign language.

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. The average course load for a full-time student is 15-16 credits per term. For more details, consult the **Registration and Academic Policies** section of this catalog and your adviser.

*Each degree in the College of Arts and Sciences requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

**Group satisfying: specified courses from A&L, SS, and S; see Group Requirements section of this catalog.

	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition mathematics S cluster course* plus appropriate laboratory SS cluster course elective	WR 122 English Composition mathematics S cluster course plus appropriate laboratory SS cluster course elective	health requirement mathematics S cluster course plus appropriate laboratory SS cluster course elective	MTH 201, 202, 203 Calculus is the appropriate sequence. A&L group-satisfying courses** or a foreign language is appropriate.
Sophomore Year	mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course elective	mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course elective	mathematics or computer science S group-satisfying course A&L cluster course SS group-satisfying course elective	MTH 201, 202, 203 Calculus is the appropriate sequence. A&L group-satisfying courses or a foreign language is appropriate.

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. The average course load for a full-time student is 15-16 credits per term. For more details, consult the Registration and Academic Policies section of this catalog and your adviser.

*Each degree in the College of Arts and Sciences requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

**Group satisfying: specified courses from A&L, SS, and S; see Group Requirements section of this catalog.

	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition S course* A&L course LSS 150 Leisure in Society physical education mathematics and/or foreign language	HES 250 Personal Health S course A&L course SOC 201 Introduction to Sociology mathematics and/or foreign language	WR 122 English Composition S course A&L course PSY 201 Introduction to Psychology mathematics and/or foreign language	possibly a cluster possibly a cluster Sociology and psychology may be part of a cluster.
Sophomore Year	additional A&L, SS, S to complete 36-credit requirement RHCM 123 Fundamentals of Small-Group Communication LSS requirement mathematics and/or foreign language electives	additional A&L, SS, S to complete 36-credit requirement LSS requirement mathematics and/or foreign language electives	additional A&L, SS, S to complete 36-credit requirement LSS requirement mathematics and/or foreign language electives	any term Consult LSS adviser regarding unspecified requirements. at least 32 credits

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. The average course load for a full-time student is 15-16 credits per term. For more details, consult the Registration and Academic Policies section of this catalog and your adviser.

*Each degree in the Department of Leisure Studies and Services requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in two of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

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 planning, public policy and management. Each department in the school has a distinctive character. Nonmajor students are encouraged to enroll in the following courses: ARCH 451 Essential Considerations in Architecture and Design Synthesis; ARE 320 Art in the Schools; ARH 201, 202, 203 Survey of the Visual Arts; ARH 204, 205, 206 History of Western Art; ARH 207, 208, 209 History of Oriental Art; ART 291, 295, 297 Drawing, Basic Design, Drawing and Modeling; ARTC 255 Ceramics; ARTJ 257 Jewelry and Metalsmithing; ARTP 290, 292 Painting, Water Color; ARTS 293 Elementary Sculpture; ARTW 256 Weaving; IARC 204 Survey of Interior Design; LA 225 Introduction to Landscape Architecture; PPPM 301 Introduction to Planning and Public Policy.

All departments in 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.

	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition ARH 201 Survey of the Visual Arts LA 225 Introduction to Landscape Architecture science or mathematics or computer science ART 291 Drawing	WR 122 English Composition ARH 202 Survey of the Visual Arts IARC 204 Survey of Interior Design science or mathematics or computer science ART 295 Basic Design	health requirement ARH 203 Survey of the Visual Arts elective science or mathematics or computer science ART 291 Drawing	HES 211 Community Health recommended A&L cluster* in spatial, two-dimensional, plastic arts S cluster or other studio courses according to interest
Sophomore Year	PPPM 301 Introduction to Planning and Public Policy SS course mathematics or foreign language ARTP 292 Water Color elective	LA 260 Understanding Landscapes SS course mathematics or foreign language ARTP 381 Water Color elective	ARCH 451 Essential Considerations in Architecture and Design Synthesis SS course mathematics or foreign language elective	Prearchitecture students take PH 201, 202, 203. Note mathematics prerequisite. cluster or other additional fine and applied arts studio clusters elective
Freshman Year	WR 121 English Composition ARH 204 History of Western Art foreign language SS course ART 291 Drawing	health requirement ARH 205 History of Western Art foreign language SS course ART 295 Basic Design	WR 122 English Composition ARH 206 History of Western Art foreign language SS course ARTS 297 Drawing and Modeling	sequence in ancient, medieval, modern art history French or German recommended cluster*
Sophomore Year	ARH 207 History of Oriental Art foreign language S course LA 225 Introduction to Landscape Architecture elective	ARH 208 History of Oriental Art foreign language S course IARC 204 Survey of Interior Design elective	ARH 209 History of Oriental Art foreign language S course ARE 320 Art in the Schools elective	sequence in Indian, Chinese, Japanese art history possibly a cluster or other fine and applied arts studio electives

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. The average course load for a full-time student is 15-16 credits per term. For more details, consult the **Registration and Academic Policies** section of this catalog and your adviser.

*Each degree in the School of Architecture and Allied Arts requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in two of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition mathematics SS group-satisfying course** A&L cluster course* MGMT 101 Introduction to Management or BE 125 Environment of Business	health requirement mathematics SS group-satisfying course A&L cluster course RHCM 121 Fundamentals of Speech Communication or RHCM 122 Fundamentals of Public Speaking	WR 122 English Composition mathematics SS group-satisfying course A&L cluster course elective	MTH 100 Intermediate Algebra, MTH 101 College Algebra, MTH 207, 208, 209 Calculus for the Nonphysical Sciences, beginning at appropriate level. sociology, psychology, or anthropology
Sophomore Year	mathematics EC 201 Introduction to Economic Analysis: Micro- economics BE 226 Introduction to Law A&L group-satisfying course elective	mathematics or CIS 131 Introduction to Business Information Processing EC 202 Introduction to Economic Analysis: Macro- economics ACTG 221 Introduction to Accounting A&L group-satisfying course elective	mathematics or CIS 131 EC 375 Intermediate Economic Analysis ACTG 260 Managerial Accounting A&L group-satisfying course elective	MTH 100, 101, 207, 208, 209, beginning at appropriate level; MTH 207, 208, 209 is S cluster. SS cluster S group-satisfying courses recommended

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. This sample program fulfills all general University requirements as well as the Conceptual Tools Core. A grade point average (GPA) of 2.75 is required for admission to major programs within the College of Business Administration. Potential majors should consult an adviser as early as possible and make formal application spring term.

*Each degree in the College of Business Administration requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in each of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

**Group satisfying: specified courses from A&L, SS, and S; see Group Requirements section of this catalog.



	Fall	Winter	Spring	Remarks
Freshman Year	WR 121 English Composition mathematics and/or foreign language literature history elective	health requirement mathematics and/or foreign language literature history elective	WR 122 English Composition mathematics and/or foreign language literature history EC 201	MTH 101 College Algebra recommended prior to EC 201. EC 201 Introduction to Economic Analysis: Microeconomics, EC 202 Introduction to Economic Analysis: Macroeconomics, plus one other EC class required. A&L group-satisfying cluster** Possible cluster.* Three history courses required in prejournalism program. An elective is possible for students taking either a foreign language or mathematics, not both. (Consult Journalism section of this catalog for recommended electives.)
Sophomore Year	literature EC 202 mathematics and/or foreign language elective science	literature economics elective mathematics and/or foreign language elective science	literature elective mathematics and/or foreign language J 250 Journalistic Writing science	Six literature courses required in prejournalism program. Three economics courses required in prejournalism program. J 224 The Mass Media and Society, J 321 Production for Publication, and J 341 Principles of Advertising are suitable electives. Three group-satisfying courses required. May be a cluster.

Note: The B.A. degree requires proficiency in a foreign language and 36 credits in language and literature. The B.S. degree requires 36 credits in science or social science and satisfaction of the mathematics requirement. The average course load for a full-time student is 15-16 credits per term. For more details, consult the **Registration and Academic Policies** section of this catalog and your adviser.

*Each degree in the School of Journalism requires at least one three-term cluster—an approved set of three interrelated courses taken outside the major department—in two of three basic groups: Arts and Letters (A&L), Social Sciences (SS), Sciences (S).

**Group satisfying: specified courses from A&L, SS, and S; see Group Requirements section of this catalog.

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 a Bachelor of Arts (B.A.) degree in a departmental major. 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, economics, English, Germanic languages and literatures, history, mathematics, philosophy, physics, political science, 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.

Journals

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.

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.

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

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

Vernon R. Dorjahn, Ph.D., Professor (cultural anthropology, Africa). B.S., 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. On leave 1984-85.

Gerardine 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. On leave 1984-85.

Carol Silverman, Ph.D. Visiting 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.

Philip D. Young, Ph.D., Professor (social anthropology, rural development, Latin America). B.A., 1961, Ph.D., 1968, Illinois. On leave winter, spring 1985.

Courtesy

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

Emeriti

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

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.

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.

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

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

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

Baccalaureate Requirements

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

Cluster Requirement. Since fall 1982, students entering the University with 29 credits or fewer must satisfy the cluster requirement for graduation. For details see Group Requirements in the Registration and Academic Policies section of this catalog.

Major Requirements

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

Of the 45 credits required in anthropology, 36 must be graded. No more than 6 credits with the grade of D may be counted. To ensure a broad liberal education, the department strongly recommends that students limit their undergraduate work in anthropology to a maximum of 51 credits. Students planning to

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 (in any combination or order).

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

Junior Year: 9 credits in cultural anthropology, ANTH 301, 302, 303, or ANTH 310, 347, 420, 445, 446, 448, or area sequences; 9 credits in physical anthropology, chosen from ANTH 320, 321, 322, 323, 324, 333, 375, 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 (in any combination or order); three optional courses (at least 9 credits) at the 300-499 level.

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.

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

Minor Requirements

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

The following credits are required:

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

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

Secondary School Teaching

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

Graduate Studies

Three advanced degrees are offered in anthropology: the Master of Arts (M.A.), the Master of Science (M.S.), and the Doctor of Philosophy (Ph.D.). These degrees entail work in the following subfields: archaeology, cultural anthropology, linguistics, and physical anthropology. Graduate students must demonstrate competence in each of these subfields, ordinarily in work at the master's level. Consequently the first year, and in some instances

the first two years, of graduate study are devoted to achieving a broad foundation in anthropology. All graduate students in anthropology must take Research Methods (ANTH 520) during the first year of graduate study.

Master's Degree Requirements

Each master's degree requires a minimum of 45 credits of graduate work, of which at least 30 must be in anthropology, and the successful completion of special courses, or in some cases a special examination, in each of the four subfields of anthropology mentioned above. 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. Degree Requirements

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

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

The department also requires competence in two modern foreign languages or in 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 in Anthropology (ANTH)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See **Registration and Academic Policies** for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

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

Lower-Division Courses

- 104 Introduction to Physical Anthropology (3)** *Homo sapiens* as a living organism; biological evolution and genetics; fossil hominids. Two lectures, one discussion. Lukacs, Moreno-Black, P. Simonds.
- 105 Introduction to Monkeys and Apes (3)** 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.
- 106 Introduction to Human Sociobiology (3)** Evolution of human behavior; materials drawn from primate and human ethological studies, field studies, and sociobiological analysis. P. Simonds.
- 107 Introduction to Archaeology (3)** Archaeological evidence for the evolution of human culture. Two lectures, one discussion. Aikens, Ayres, Dumond.
- 108 Introduction to Cultural Anthropology (3)** Organization and functioning of society and culture. Two lectures, one discussion. Chaney, Stern.
- 109 Introduction to Language and Culture (3)** Language and culture relationships and methodology. Chaney.
- 199 Special Studies (1-3)**
- 200 SEARCH (1-3)**
- 208 Introduction to the History of Anthropology (3)** Historical development of the major anthropological theories, methods, and concepts. ANTH 108 recommended. A. Simonds.
- 210 Selected Topics in Ethnology (3R)** Content varies from term to term; emphasizes the comparison of cultures and the anthropological understanding of contemporary peoples. **R** with different subtitles.
- 211 Selected Topics in Physical Anthropology (3R)** Content varies from term to term but draws from various aspects of human and primate evolution, anatomy, and ethology. **R** with instructor's consent.
- 215 Archaeological Analysis and Interpretation (3)** Archaeological theory and analytical methods are examined in the context of prehistoric and historic data drawn from various world areas.
- 223 Human Adaptation (3)** Individual human biological responses to environmental stresses: physiological, morphological, and behavioral adaptations to sunlight, heat and cold, high altitude, and nutritional stress. Prereq: ANTH 104 or BI 102 or BI 222 or instructor's consent.
- 230 Oregon Native Americans (3)** 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.

Upper-Division Courses

- 301 Ethnology of Hunters and Gatherers (3)** Hunting-gathering cultures from different parts of the world. Emphasis on comparative social organization and adaptive strategies. Prereq: 3 credits in cultural anthropology or instructor's consent.
- 302 Ethnology of Tribal Societies (3)** Food-producing tribal societies from different parts of the world. 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. Prereq: 3 credits in cultural anthropology or instructor's consent.
- 303 Ethnology of Peasant Societies (3)** Peasant subcultures from various parts of the world. Emphasis on comparative social organization and the impact of modernization. Peasant life and problems in preindustrial and industrial state systems. Prereq: 3 credits in cultural anthropology or instructor's consent.
- 310 Exploring Other Cultures (3R)** How anthropologists study and describe human cultures. Content varies from term to term; draws on field work, famous ethnographies and ethnographers, specific ethnographic areas and their problems, and comparative study of selected cultures. **R** with different subtitles.
- 317 Native North Americans (3)** Indian and Eskimo life in North America before white contact; contempo-

rary life. Prereq: 9 credits in social science or instructor's consent.

318 Native Central Americans (3) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, culture change. Prereq: 9 credits in social science or instructor's consent. Young.

319 Native South Americans (3) Contact period and contemporary ethnography of native peoples; ecological adaptation, socioeconomic organization, and culture change. Prereq: 9 credits in social science or instructor's consent. Young.

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

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

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

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

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

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

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

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

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

338 Peoples of South Asia (3) The emergence of traditional Indian culture and its subsequent transformation under Islamic and Western influences. Prereq: 9 credits in social science or instructor's consent. P. Simonds.

339 Peoples of East Asia (3) A survey of the Chinese cultural sphere, primarily the institutions of traditional China, with some reference to modern developments. Prereq: 9 credits in social science or instructor's consent. Stern. Not offered every year.

340 Peoples of Southeast Asia (3) Emphasis on continuity and change in the history of the area. Prereq: 9 credits in social science or instructor's consent. Stern. Not offered every year.

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

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

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

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

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

360 Northeast Asia Prehistory (3) 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.

375 Monkey and Ape Society (3) Primate group dynamics and organization, life cycle, and socialization. Draws from field and laboratory studies of monkeys and apes to investigate the variety of their adaptation and applies the principles to the evolution of human behavior. Prereq: ANTH 105 or instructor's consent.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr) P/N only.

403 Thesis (Arr) P/N only.

405 Reading and Conference (Arr) P/N only.

406 Special Problems (Arr)

407 (G) Seminar (Arr)

408 (G) Field Work in Anthropology (Arr)

409 (G) Practicum (Arr) P/N only.

410 (G) Experimental Course (Arr)

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

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

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

414 (G) Race, Culture, and Sociobiology (3) Racial classifications and comparisons; the biological base of culture; attitudes toward race in human relations. Prereq: 9 credits in anthropology or instructor's consent. Moreno-Black, P. Simonds. Not offered every year.

415 (G) Cultural Transmission (3) Methods of child rearing, education, and social control among primitive peoples. Prereq: 3 credits in cultural anthropology or instructor's consent. Not offered every year.

416 (G) History of Anthropology (3) A nontheoretical study of the beginnings and specialized developments within the fields of archaeology, physical anthropology, ethnology, and linguistics. Prereq: 9 credits in anthropology or instructor's consent. Chaney. Not offered every year.

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

421 (G) Field Methods in Cultural Anthropology (3) 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. Prereq: 9 credits of upper-division cultural anthropology or instructor's consent. Young.

444 (G) Religion and Magic of Primitives (3) Religions and magic systems of primitive peoples as reflections of their thought processes; supernatural

systems in the life of primitive peoples. Prereq: 3 credits in cultural anthropology or instructor's consent. Stern.

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

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

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

450 (G) Cultural Dynamics (3) Approaches to the problem of cultural changes; invention and intergroup cultural borrowing; agents and conditions promoting change; mechanics of cultural growth; application of techniques for inducing change. Prereq: 3 credits in cultural anthropology or instructor's consent. Chaney. Not offered every year.

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

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

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

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

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

464 (G) Scientific Aids in Archaeology (3) Research methods applied to archaeological problems. Includes dating and discovery techniques; analysis of materials, human remains, diet and ancient technology; interdisciplinary research strategies. Prereq: 3 credits in archaeology or prehistory or instructor's consent. Not offered every year.

465 (G) Prehistoric Technology (3) Stone-flaking techniques; manufacturing of stone artifacts; typological analysis of tools. Investigation of tool usage and microscopic analysis of wear patterns. Prereq: instructor's consent. Not offered every year.

466 (G) Tabletop Archaeology (3) Simulated archaeological excavation, followed by preparation of descriptive and comparative reports. Prereq: 9 credits in archaeology or prehistory and instructor's consent. Aikens. Not offered every year.

467 (G) Cultural Resource Management (3) Objectives, legal background, operational problems, ethical and scholarly considerations in the management of prehistoric and historic cultural resources. Prereq: graduate standing in anthropology, 9 credits of upper-division archaeology or prehistory or instructor's consent. Aikens, Ayres. Not offered every year.

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

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

475 (G) Primate Behavior (3) Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of the living primates; social structure and social organization of a variety of

species. Materials drawn primarily from field studies, secondarily from laboratory studies. Prereq: ANTH 375 or instructor's consent. P. Simonds.

476 (G) Primate Anatomy (3) Emphasis on bone-muscle relationships of the locomotor and masticatory skeleton. Comparison of living and fossil primates, including *Homo sapiens*. Prereq: ANTH 105, ANTH 324, or instructor's consent. Moreno-Black.

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

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

479 (G) Palaeoprimatology (3) The fossil record and theoretical implications of the Cenozoic primates with special reference to their various adaptations; locomotion, special senses, dentition. The evolution of hominid characteristics is traced as far as possible. Prereq: ANTH 321 or instructor's consent. Lukacs, P. Simonds.

480 (G) Paleocology and Human Evolution (3) The relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny. Analysis of methods of paleocological inference with emphasis on geological and paleontological data; current theories of hominid origins and phylogeny. Prereq: ANTH 321 or instructor's consent. Lukacs.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr) P/N only.

506 Special Problems (Arr)

507 Seminar (Arr)

509 Supervised Teaching Practicum (Arr) P/N only.

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

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

513, 514 Primitive Social Organization (3,3)

Particular emphasis on family, marriage, residence, descent systems, lineage organization, alliance, and analysis of kinship systems.

517 Contemporary Indians of the United States (3) Problems of land, economics, politics, and law; Indian health, education, and welfare; social problems; religion; treaties, legislation, and court decisions. Anthropologists and Indians—current studies, theoretical and applied. Prereq: graduate standing or instructor's consent. Not offered every year.

520 Research Methods (4) 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. Prereq: 3 credits in introductory statistics. Chaney.

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

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

523 Dental Morphology and Human Evolution (3) Taxonomy, ecology, pathology, 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. Prereq: instructor's consent. Lukacs.

526 Archaeology and Anthropology (4) Use by archaeologists of concepts drawn from anthropology; modifications and additions made necessary by the nature of archaeological data. Prereq: graduate standing in anthropology or instructor's consent. Aikens, Ayres, Dumond.

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

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

550 Sociocultural Theory (4) Cross-cultural types, culture area types, modes of thought, cultural dynamics, reality of social structure, meta-anthropology. Chaney.

560 Anthropological Linguistics (4) Primarily for master's degree candidates in anthropology. Prereq: LING 421 or equivalent and instructor's consent.

570 Basic Graduate Physical Anthropology (4) For graduate students with little or no background in physical anthropology. Introduction to the major subfields in physical anthropology; their data, theory, and problems: geochronology, principles of classification applied to primates, palaeoprimateology, palaeoanthropology, modern human biology and diversity, processes of evolution as applied to *Homo sapiens*, and primate and human ethology. Lukacs, Moreno-Black, P. Simonds.

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

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

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

590 Sociocultural Guidance (4) 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 in the Arts and Sciences section of this catalog and Art History in the School of Architecture and Allied Arts.

Asian Studies

**308 Friendly Hall
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Program Committee

Joseph W. Esherick, Ph.D., History, Chair
C. Melvin Aikens, Ph.D., Anthropology
William S. Ayres, Ph.D., Anthropology
Mary S. Erbaugh, Ph.D., Linguistics
G. Ralph Falconeri, Ph.D., History
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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 (B.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, economics, geography, history, Japanese language and literature, political science, and religious studies. The program is administered by the Asian Studies Committee, composed of faculty 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.

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

Major Requirements

Students majoring in Asian studies must complete two years (30 credits) of either the Chinese or the Japanese language. (Under special circumstances, students may demonstrate an equivalent competence by examination or by work in advanced language courses.) In addition, students must complete 36 credits of course work distributed as set forth below.

Each student's course distribution should significantly cover more than one Asian civilization. Thus a student focusing on Japan should take at least 9 credits dealing, for example, with China. Students intending to pursue graduate work in Asian studies are advised to complete requirements for a B.A. in one of the disciplines

represented in the Asian studies curriculum and to fulfill the requirements for Asian studies.

Course Requirements

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

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

- 9 credits from one of the major history sequences: East Asia in Modern Times (HST 391, 392, 393); History of China (HST 494, 495, 496); History of Japan (HST 497, 498, 499).
- 18 credits 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).
- 9 additional credits 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. Nomadic Art and Culture of the Eurasian Bronze Age (ARH 361); Chinese Art (ARH 464, 465, 466); Seminar: Early Chinese Painting, Ming Painting, Ch'ing Painting, Japanese Art, Indian Art (ARH 407).

Chinese. Chinese Composition and Conversation (CHN 330, 331, 332); Contemporary Chinese (CHN 414, 415, 416); 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. Varieties of Eastern Meditation (R 230); Religions of India (R 301); Chinese Religions (R 302); Japanese Religions (R 303); Buddhism and Asian Culture (R 330, 331); Zen Buddhism (R 430); Readings In Zen Classics (R 431).

Honors

See the Honors College section of this catalog.

Graduate Studies

The University offers an interdisciplinary program in Asian studies leading to the Master of Arts (M.A.) degree. The curriculum includes courses in anthropology, art history, Chinese language and literature, history, Japanese language and literature, political science, and religious studies. The program is administered by the Asian Studies Committee, composed of faculty 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 credits of graduate study, including 45 credits in Asia-related courses, (b) submit two substantial research papers on Asian topics developed in seminars or colloquia, and (c) pass a general Asian studies field examination.

Students choosing the second option must complete 48 credits of graduate study, including 45 credits in Asia-related courses, of which 9 are thesis credits. All courses used for fulfillment of the 45-credit requirement in Asia-related courses must be approved by the student's adviser, in consultation with the 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 other departments may earn a second master's degree in Asian studies.

Besides satisfying the degree requirements set by their departments, such students must (1) complete 30 graduate credits in approved Asia-related courses and (2) demonstrate language competence in Chinese or Japanese equivalent to two years of college training. A thesis, applying the methodology of the student's discipline to an Asian subject, is required.

The requirements for both the Asian studies and the disciplinary degrees must be completed

simultaneously. A student completing this option is granted two M.A. degrees, one in Asian studies and one in the departmental field.

Curriculum

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

In addition, the Asian Studies Committee, at the request of the student and upon the recommendation of the student's adviser, may approve other courses 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); Asian Studies Colloquium (IST 508).

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

Roderick A. Capaldi, Department Head

Faculty

Andrew S. Bajer, D.Sc., Professor (cell division, mechanism, and fine structure). Ph.D., 1950, D.Sc., 1956, Cracow.

Howard T. Bennett, 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.

Vicki L. Chandler, Ph.D., Assistant Professor (plant molecular biology). B.A., 1978, California, Berkeley; Ph.D., 1983, California, San Francisco.

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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.

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.

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Eric Schabtach, B.S., Senior Instructor (development and application of new techniques in biological ultrastructural investigations); Director, Electron Microscope Facility. B.S., 1963, McGill.

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.

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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.

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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.

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Adjunct

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.

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Emeriti

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

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

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Special Staff

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Carol J. Cogswell, M.A., Research Assistant. B.A., 1969, M.A., 1971, M.Arch., 1979, Oregon.

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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 at the Career Planning and Placement Service. 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 (B.S.) or to the Bachelor of Arts (B.A.) degree in biology, the latter requiring completion of appropriate literature and language requirements. A handbook, "Undergraduate Program in Biology, 1984-85," 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 3 credits 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. 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 general University requirement limitation of 90 P/N credits for the baccalaureate degree. Students should exercise the P/N option sparingly or not at all if they plan to attend medical or dental school or to pursue a graduate degree in biology.

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	51 credits
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
English Composition (WR 121)	3
Social Science electives	9
Arts and Letters cluster	9
Biology Majors Orientation (BI 199)	3
Sophomore Year	48 credits
Organic Chemistry (CH 331, 332)	8
Calculus (MTH 203)	4
*Molecular and General Genetics (BI 311)	3+2
*Cell Physiology (BI 312)	3+2
*Gene Action and Development (BI 313)	3+2
English Composition (WR 122 or 123)	3
Social Science cluster	9
Arts and Letters electives	9
* To be taken with appropriate associated laboratory (BI 315, 316, 317), 2 credits each term.	

Cluster Requirement. Since fall 1982, new students entering the University with 29 credits 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 Group Requirements: Plan I under Registration and Academic Policies.

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 credits must be completed in this department after completion of work for the first degree. A minimum of 10 credits must be taken on a graded basis.

Professional Students. Premedical, 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 basic or standard certification, will be required to complete one term of work on a full-time basis and two 400-level biology courses of at least 3 credits each in order to gain Oregon certification.

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. 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.

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 and student relations directly to the head of the department. Undergraduate majors in biology are represented on committees whose work directly affects the undergraduate major program. Students interested in working on such committees should make their interest known to the department head.

The department maintains, for student access, a file of examinations given in biology courses during previous years. Most of these files are either in the biology office or in Reserve/Current Periodicals at the Main Library.

Students enrolled in many biology courses are asked to evaluate the course and the instructor near the end of the term. Information thus collected is made available to the 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.

Minor Requirements

A minor program in biology (a) will consist of at least 24 credits, of which at least 15 will be upper division; (b) will include a minimum of 15 credits taken in residence; (c) will be designed by the student in consultation with members of the biology faculty in the student's specific area of interest; and (d) will be written down and filed in the biology office. All courses applied toward the minor must be passed with grades of C or better.

Graduate Studies

The department offers graduate work leading to the Doctor of Philosophy (Ph.D.) degree and to the degrees of Master of Arts (M.A.) and Master of Science (M.S.). Candidates for graduate degrees are expected to meet the equivalent of the University undergraduate major requirements before advancement to candidacy for the higher degree.

Graduate study facilities are available in most 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 **Research** 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.

Plant Biology Greenhouses

Two greenhouses, with a total space of about 4,000 square feet, contain the plant biology teaching collection and faculty and student research plants. Several controlled-environment plant-growth chambers are also available for research projects. Nonbiology classes and the general public may tour the facilities by appointment.

Institute of Marine Biology

The University operates the Oregon Institute of Marine Biology at Charleston on Coos Bay.

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. Students and faculty reside on the institute grounds in Charleston. The marine station is ideally situated for the study of marine organisms, as many different marine environments are nearby.

In the fall term a program is offered for undergraduate biology majors and graduate students. Along with the availability of such courses as 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. The combination of lectures and field study uses the Coos Bay region as a natural laboratory.

Detailed information and applications may be obtained from the Department of Biology on the Eugene campus or from the Director, OIMB, Charleston, Oregon 97420. See also the **Research** section of this catalog.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through an individualized program of the Graduate School. Graduate courses in geography; planning, public policy and management; biology; and economics (among others) comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene, Oregon 97403. See also *Interdisciplinary Studies: Individualized Program—Environmental Studies*, in the Graduate School section of this catalog.

Courses in Biology (BI)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See **Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.**

Lower-Division 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 departmental office. *An extra fee may be charged for courses in which field trips are mandatory.*

101 Life of the Cell (3) 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.

102 Human Reproduction and Development (4) 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.

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

104 Biology of Cancer (3) For nonmajors. Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; biological basis of therapy.

105 The Physical Basis of Life (4) Growth, reproduction, and heredity that are common to all living things. Explanations of the molecules that play important roles in living systems. Gene cloning considered. Lecture/discussion or laboratory.

111 How Nervous Systems Work (4) Nervous systems as electrical machines: the nature of their components, how these parts work individually, and how they cooperate to generate behavior.

115 Introduction to Animal Behavior (3) 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.

126 Principles of Evolution (4) 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.

130 Plants in Action (4) 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.

131 Plant Diversity (4) Survey of the major groups of plants; their evolutionary relationships, structure, and reproductive processes. Three lectures, one two-hour

laboratory. Wagner. Not offered every year.

138 Flora of Western Oregon (4) Study of the flowering plants of this region, with emphasis on identification in laboratory and field and on the characteristics of important plant families. Three lectures and a three-hour laboratory or field trip each week; includes one all-day field trip. Not offered every year.

139 Freshwater Biology (4) 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.

149 Life of the Forest (4) 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.

155 Fishes: A Resource (4) Study of fishes and the ways they have been found to be of interest to people; includes taxonomy, morphology, physiology, and natural history of fishes. Lecture and discussion or laboratory. Not offered every year.

156 Natural History of Birds (4) Study of birds as unique members of living communities; includes considerations of structure, function, behavior, ecological relationships, evolution, and identification through observation of wild birds. Lecture and laboratory or field study.

171 Marine Biology (4) 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.

191 The Diversity of Animal Life (4) 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.

192 The Nature of Animal Life (4) Basic life activities of animals; examination of the "architecture" of animals and their life processes. Lecture and discussion or laboratory.

193 The Nature of Plant Life (4) 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.

196 Field Studies (1-2)

197 Exotic Plants (3) Characteristics, identification, and culture of plants appropriate for home and greenhouse use. Recognition of common families; discussion of native habitats. Not offered every year.

198 Plant Propagation (4) Theoretical and practical basis for propagation of plants. Various techniques of plant propagation. Lecture and discussion or laboratory. Not offered every year.

199 Special Studies (1-3)

200 SEARCH (1-2) P/N only.

201 Molecular Basis of Life (4) Introduction to the chemical basis of life, covering chemical bonds, the principal molecules basic to life, proteins as catalysts and regulators, elementary energetics, and the role of cell structures in biosynthesis and energy generation, including photosynthesis. Some specialized cells are discussed, including muscle, nerve, and plant. Novick.

202 Biology of Cells (4) Heredity and its molecular basis. Includes Mendelian genetics, chromosomes, gene action, reproduction, mutation, the genetic code, protein synthesis, expression and regulation of genes, and some human genetics. The genetic basis of the immune response. Novick.

203 Plant Biology (4) 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.

204 Animal Biology (4) Introductory study of anatomy, physiology, and life history of a variety of animal groups. The functions of specific organs of the whole animal are examined. Lecture/discussion or laboratory.

222 Human Genetics (3) Basic concepts of genetics, especially as they relate to humans. 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.

232 Economic Botany (4) Origin, culture, and biology of the major groups of plants important to humans. 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.

233 Flowering Plants (3) Introduction to angiosperm biology and the usefulness of flowering plants to humankind. Not offered every year.

234 Experimental Botany (4) Interaction of plants with their environmental stimuli; analysis of research data on plants; evaluation of experimental methods and results. Prereq: BI 130 or instructor's consent. Bonnett. Not offered every year.

242 Paleobiology and Evolution of Plants (4) Major trends in the evolution, ecology, and distribution of the world's plants through geologic time, based on the fossil record and interrelated with the geologic history of the earth. Lectures plus additional work to be arranged. Gray. Not offered every year.

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

Upper-Division Courses

Note: BI 311-317 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.*

311 Molecular and General Genetics (3) The biological processes of reproduction and variation at the molecular level. Description of experiments leading to present views. Chemical structure of the genetic material; mechanisms of gene duplication, mutation, and recombination; and formal relationships between genes and their protein products. Students taking this course should plan to take BI 312 the following term. Coreq: BI 315; pre- or coreq: organic chemistry and college mathematics. G. Sprague.

312 Cell Physiology (3) 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. Prereq: BI 311. Sistrom.

313 Gene Action and Development (3) How genetic information directs cellular and organismal development. Topics include the control of protein synthesis, structure and function of eukaryotic genome, embryogenesis, cell determination and differentiation. Three lectures. Prereq: BI 311 and 312. Postlethwait, G. Sprague.

314 Evolution and Ecology (5) 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.

315 Molecular and General Genetics Laboratory (2)

316 Cell Physiology Laboratory (2)

317 Gene Action and Development Laboratory (2)

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.

321 Human Physiology I: Nerve, Muscle, Senses (3) Physiological principles as they operate in normal function: neuronal resting and action potentials, muscle contraction, synaptic transmission, sensory transduction, special senses, neural reflexes, 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. Prereq: either BI 201, 202, 204 or one year of college chemistry and one year of college biology. Munz.

322 Human Physiology II: Homeostatic Mechanisms (3) 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. Prereq: BI 321. Vigna.

330 Plant Diversity and Physiology (5) Structure, development, and physiology of the important plant phyla, including adaptations essential for colonization and survival in various aquatic and terrestrial environments. Three lectures, one laboratory/discussion. Prereq: one year of general chemistry; pre- or coreq: organic chemistry and college mathematics.

350 Vertebrate Anatomy and Embryology (5) For majors at the junior-year level. Comparative anatomy and embryology of vertebrates; evolutionary themes with particular focus on comparative anatomy, development, and evolution of different organ systems and their adaptations to various environmental demands. Prereq: BI 311, 312, 313 or instructor's consent. Grant.

351 Animal Physiology (5) 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. Prereq: BI 350. Munz, Vigna.

360 Coastal Biology (4) 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. Prereq: one year of biology core or equivalent. Limited to twelve students. Offered at the Oregon Institute of Marine Biology.

370 The Human Environment (3) 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 GEOL 321 Mineral Resources and the Environment (see Geology). Cook.

376 Natural History of Oregon (4) Plants and animals of Oregon; their identification and factors relating to their occurrence, distribution, and abundance. Primarily for prospective teachers planning to teach in Oregon. Offered summer session only. Not offered every year.

381 Introduction to Bacteriology (3) Basic principles and techniques of bacteriology; role of bacteria and other microorganisms in transformations of organic matter and their importance to humans; public health aspects, principles of epidemiology, chemotherapy, and immunology. Prereq: general chemistry. McConnaughey.

383 Introduction to Bacteriology Laboratory (2) Basic techniques in the culturing, microscopic examination, and characterization of microorganisms. Pre- or coreq: BI 381 or instructor's consent. McConnaughey.

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

Note: The 400-level courses described below are designed primarily for undergraduate majors in biology. Courses designated **(M)** or **(G)** may be taken for graduate credit. An extra fee may be charged for courses in which field trips are mandatory.

400 SEARCH (1-2) P/N only.

401 Research (Arr) P/N only.

403 Thesis (Arr) P/N only.

405 Reading and Conference (Arr) P/N only.

406 (G) Field Studies (Arr)

407 (G) Seminar (Arr) P/N only.

408 (G) Laboratory Projects (Arr) Special laboratory training in research methods. A fee may be charged for those supplies and materials which become the property of the student.

409 Practicum (1-3R) P/N only.

410 (G) Experimental Course (Arr)

411 (G) Vertebrate Endocrinology (3) Endocrine glands and hormones of vertebrates. Properties of mammalian hormonal systems and some comparative aspects of vertebrate endocrinology. Vigna.

412 (G) Endocrinology Laboratory (1-3) Laboratory work to illustrate modern techniques used in endocrine research. Vigna. Not offered 1984-85.

413 (G) Comparative Physiology (4-12) Respiration, osmoregulation and excretion, nerve and muscle physiology of major animal groups. Prereq: cell biology or general physiology, organic chemistry, and college zoology or instructor's consent. Offered at Oregon Institute of Marine Biology.

414 (G) General and Comparative Physiology (4) Homeostatic mechanisms in the areas of ionic and osmotic regulation, excretion, circulation, respiration, metabolism, and body-temperature regulation. Two lectures, four hours of discussion/problem solving. Prereq: BI 351 or equivalent or instructor's consent. Munz.

415 (G) Cellular Neurophysiology (3) Physiology of excitation, conduction, and synaptic transmission. Three lectures. Prereq: instructor's consent. Westerfield.

416 (G) Comparative Neurobiology (4) 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.

417 (G) Neuroanatomy (3) Principles of organization of nervous systems with emphasis on vertebrate brain and spinal cord; 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. Prereq: BI 415 or instructor's consent.

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

419 (G) Cellular Neurophysiology Laboratory (3) Techniques for stimulation and recording of electrical activity in nerves and muscles. Intracellular and extracellular potentials, synaptic transmission, muscle contraction, and sensory systems. All-day open laboratory on Tuesdays. Pre- or coreq: BI 415 and instructor's consent. Westerfield.

421 (G) Biological Clocks (4) 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). Prereq: instructor's consent. Menaker.

422 (G) Genetics (3) A study of the transmission and regulation of the hereditary material in eukaryotic organisms including sex determination, genome structure and change, and genetic regulation. Prereq: BI 311 or equivalent or instructor's consent.

423 (G) Genetics Laboratory (2) An experimental approach to the transmission and regulation of the hereditary material in eukaryotes using *Drosophila*, including population genetics, biochemical genetics, and developmental genetics.

424 (G) Advanced Human Genetics (3) 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. Prereq: previous course in genetics or instructor's consent.

428 (G) Cell Motility (3) 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. Selected techniques and limitations of light and electron microscope in ultrastructural studies. Lectures illustrated by numerous films. Bajer.

429 (G) Nuclear Cytology (4) Structure and function of the nucleus. Behavior of chromosomes; elementary cytogenetics, methods of study, and experimental procedures. Two lectures, two three-hour laboratories. Wimber.

432 (G) Mycology (5) Physiology, ecology, structure, and classification of the fungi; emphasis on structural and physiological adaptations to saprophytic, parasitic, and symbiotic modes of existence. Three lectures, two three-hour laboratories. Prereq: BI 311, 312, 313 or equivalent or instructor's consent. Carroll.

433 (G) Algae (5) Structure, cytology, life history, and ecology of representative freshwater and marine algae. Three lectures, two three-hour laboratories. Prereq: instructor's consent. Castenholz. Not offered every year.

434 (G) Bryology (4) 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. Prereq: BI 438 or 440 or equivalent or instructor's consent. Wagner. Not offered every year.

435 (G) Methods of Pollen Analysis (5) Theory and methodology of pollen analysis and its application to the resolution of ecological and paleoecological problems. Prereq: instructor's consent. Gray.

438 (G) Systematic Botany (5) Principles of plant classification with emphasis on flowering plants, introduction to taxonomic theory and methods of biosystematics, collection and identification procedures, recognition of common families in native flora. Wagner.

439 (G) Field Botany (4) Field study and identification of the higher plant flora of Northwest Oregon. Recognition of principal families and of diverse plant communities; utilization of materials for laboratory teaching. Three lectures and two laboratories or field trips per week including all-day trips to the Cascades and to the coast. Prereq: one year of biology or instructor's consent. Offered summer session only.

440 (G) Morphology of Vascular Plants (5) Structure, life history, and evolution of representatives of the ferns, fern allies, and seed plants. Three hours of lectures, two three-hour laboratories. Prereq: BI 203, BI 330 or instructor's consent. Tepfer.

441 (G) Plant Physiology (3) 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. Prereq: BI 330 or instructor's consent. Hague. Not offered every year.

442 (G) Plant Morphogenesis (3) Structure and development of cells, tissues, and organs; the mechanism of action and metabolism of plant growth substances; and control mechanisms in growth and differentiation. Prereq: BI 330 or instructor's consent. Bonnett. Not offered every year.

443 (G) Plant Physiology Laboratory (2) Experience in analysis of basic physiological processes of plant function. Not offered every year.

444 (G) Plant Morphogenesis Laboratory (2) Laboratory analysis of the experimental foundations for hormonal regulations of plant growth and development. Not offered every year.

450 (G) Eukaryotic Cell Biology (3-5) The eukaryotic cell is analyzed and interpreted, where possible, at the molecular level. 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. Prereq: BI 311, 312, 313 or instructor's consent. Weston.

451 (G) Eukaryotic Gene Regulation (3) Molecular mechanisms regulating control of gene expression in eukaryotes. Chromosome structure, transcription and processing of RNA, control of transcription, translational control, and genetic rearrangement. Prereq: BI 311 and 313 or instructor's consent. K. Sprague.

453 (G) Developmental Biology (3) Selected topics in developmental biology, including genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and neoplasia. Prereq: BI 313 or equivalent or instructor's consent.

455 (G) Histology (5) Functionally oriented study of microscopic anatomy of vertebrate tissue and organs. Two lectures, two three-hour laboratory periods. Prereq: instructor's consent. BI 311-313 or equivalent strongly recommended.

456 (G) Developmental Neurobiology (3) 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. Westerfield.

457 (G) Behavioral Ecology of Fishes (4) Ethological approach to understanding the ecology of fishes. 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. Prereq: one year of college biology or zoology; ichthyology recommended but not required. Class limited to twelve students. Offered at Oregon Institute of Marine Biology.

458 (G) Marine Birds and Mammals (4) Principles of ecology, ethology, and systematics as demonstrated through study of birds and mammals of the Oregon coast. Intensive study of the comparative faunas from the open sea to coastal waters. Prereq: introductory biology course. Offered at Oregon Institute of Marine Biology.

459 (G) Field Ornithology (4) Natural history and identification of birds involving field work and supporting laboratory activities. Aspects of structural adaptation, behavior, distribution, migration, and ecology. The relationship of human activities to breeding success of birds. Of special value to teachers. Offered summer session only.

460 (G) Planktonology (4) Major planktonic groups and subgroups. Emphasis on estuarine forms; students learn basic qualitative and quantitative technique in plankton sampling. Offered at Oregon Institute of Marine Biology.

461 (G) Invertebrate Zoology (5-8) Representative invertebrate groups, with emphasis on marine forms; morphology, systematics, life history, and ecology. Prereq: instructor's consent. McConnaughey, Terwilliger. Offered at Oregon Institute of Marine Biology.

462 (G) Biology of Insects (4) Anatomy and physiology of typical insects. The wide variety of morphological types and remarkable physiological and behavioral adaptations to the environment. Insect societies. Tape/slide presentations by the world's leading authorities, with laboratory work. Prereq: one year of biology core or equivalent. Hoyle.

CH 461, 462, 463 (G) Biochemistry (4,4,4) See description under Chemistry. Two terms may be applied toward a biology major.

463 (G) Parasitology (4) Important parasitic groups. Biological interrelationships of parasite and host and their mutual effects. Two lectures, two three-hour laboratories. Prereq: instructor's consent. McConnaughey. Not offered every year.

CH 464 (G) Biochemistry Laboratory (4) See description under Chemistry.

465 (G) Comparative Biochemistry (8) Experimental biochemistry utilizing marine organisms; emphasis on methods of purification of proteins and study of protein structure and function. Biochemical properties of small molecules such as pigments, peptides, indoles, and phosphagens. Prereq: BI 311, 312, 313, or general and organic chemistry, and college zoology. Terwilliger. Offered at Oregon Institute of Marine Biology.

469 (G) Experimental Invertebrate Embryology (5-8) Modes of development of the major invertebrate groups, identification of common larval forms, obtaining and rearing embryos and larvae of marine animals, and the execution of experiments for the analysis of development. Prereq: invertebrate zoology and instructor's consent. Offered at Oregon Institute of Marine Biology.

470 (G) Dynamic Systems in Biology (4) Formulation,

construction, testing, interpretation, and evaluation of biological models. Writing simulation programs and using the digital computer as an aid in studying biological systems. Prior knowledge of computers is helpful but not required; uses microcomputers and the PASCAL language. Prereq: calculus, senior standing in biology, and instructor's consent. CIS 133 recommended. Fernald. Not offered every year.

471 (G) Population Ecology (4) Growth, structure, and regulation of natural populations, methods of demographic analysis, population interactions, life-history theory. Three lectures, one discussion. Prereq: instructor's consent, background in mathematics.

472 (G) Laboratory and Field Methods in Population Biology (2) 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.

473 (G) Biological Communities (5) Part of the ecology and evolution sequence. Theory and measurement of community structure, diversity, and stability. Three lectures, field work. Prereq: BI 472 or instructor's consent. Frank.

474 (G) Terrestrial Ecosystems (5) Part of the ecology and evolution sequence. Succession, energetics, and mineral cycling of terrestrial ecosystems through consideration of interactions among climate, soil, and organisms. Prereq: instructor's consent. BI 473 strongly recommended. Cook. (For aquatic ecosystems see BI 475.)

475 (G) Limnology (5) Study of freshwater environments, particularly lakes; chemical, physical, and biological interactions. Three lectures, two laboratory/field trips. Prereq: instructor's consent. Castenholz. Not offered 1984-85.

476 (G) Quantitative Field Ecology (4) 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. Four research reports are required. Five overnight (weekend) field trips. Prereq: upper-division course in ecology. Not offered every year.

477 (G) The Biology of Estuarine Systems (5) 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. Field work includes boat trips. An independent research project is required. Prereq: one year of general chemistry and one year of college biology, or instructor's consent. Rudy. Offered at Oregon Institute of Marine Biology.

478 (G) Marine Ecology (4-8) Marine habitats and organisms, with emphasis on primary and secondary productivity, and on community structure and dynamics. Field emphasis will be on local intertidal and shallow-water communities. Prereq: invertebrate zoology or algae or both; statistics and calculus desirable. Offered at Oregon Institute of Marine Biology.

479 (G) The Marine Environment (4-8) 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.

480 (G) Evolutionary Biology (4) 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. Prereq: college algebra, BI 311, BI 313 or equivalents or instructor's consent.

481 (G) Biology of Prokaryotic Organisms (3) Biology of photosynthetic prokaryotic organisms, including structure, physiology, genetics, and natural history of the blue-green algae (cyanobacteria) and photosynthetic bacteria. Three hours of lecture per week. Prereq: instructor's consent. Castenholz, Sistrom. Not offered every year.

482 (G) Biology of Prokaryotic Organisms (3) Biology of bacteria, including structure, physiology, genetics, and natural history. Major emphasis on nonphotosynthetic bacteria. Three hours of lecture per week. Prereq: instructor's consent. Sistrom. Not offered every year.

483, 484 (G) Biology of Prokaryotic Organisms Laboratory (2,2) Not offered every year.

485 (G) Microbial Ecology (3) Biology and interactions of protists in soil, freshwater, and the sea. Roles played in geochemical cycles, interactions with each other and with other groups of organisms. Eukaryotic as well as prokaryotic organisms. Laboratory work emphasizes eukaryotic organisms. Prereq: instructor's consent. McConnaughey. Not offered every year.

486 (G) Microbial Ecology Laboratory (2) Isolation, culture, and identification of eukaryotic protists. Coreq: BI 485. Limited to twenty students. McConnaughey. Not offered every year.

487 (G) Advanced Molecular Genetics (3) Topics may include growth, mutation, recombination, and regulation of macromolecular syntheses in phage, bacteria, and eukaryotes. Prereq: BI 311 and 313 or equivalents or instructor's consent. Stahl.

489 (G) Membrane Structure and Function (3) 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. Capaldi. Not offered every year.

490 (G) Animal Behavior (3) Survey of ethology and its relation to experimental psychology and the biological sciences. Evolutionary and comparative aspects of animal behavior, motivational systems, neural mechanisms, and neurobehavioral development. Prereq: BI 314 or equivalent. Simmons.

491 (G) Paleocology (3) Paleocology (historical ecology) of nonmarine organisms, with emphasis on the Cenozoic. The course surveys the principal approaches and organisms available to the nonmarine paleocologist. Topics vary from year to year. Prereq: instructor's consent. Gray.

PH 491 (G) X-ray Crystallography (4) See description under Physics.

494 (G) Laboratory and Field Methods in Biology (4) Designed for biology teachers in secondary schools. Field collection, identification, and culturing of living material; utilization of this material in the biology teaching laboratory. Field trips for exploration of Pacific Northwest habitats. Offered summer session only. Not offered every year.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr) P/N only.

507 Seminar (Arr) P/N only. Topics may include Animal Physiology, Botany, Cytology, Developmental Biology, Ecology, Genetics, Molecular Biology, and Neurobiology.

CH 507 Seminar See description under Chemistry.

508 Special Topics (Arr) Lecture course devoted to advanced topics, primarily in ecology and evolution. Topics reflect the instructor's current research interests. Recent topics include Advanced Plant Systematics, Aquatic Eutrophication and Oligotrophication, Experimental Design in Ecology, Mathematical Modeling in Ecology and Evolution, Multivariate Analysis, Pollination Biology, Soil Ecology, and Vascular Plant Autecology.

509 Practicum (1-3R) P/N only.

510 Experimental Course (Arr)

CH 513 Special Topics in Biochemistry (1-3) See description under Chemistry.

514 Advanced Mammalian Neurobiology (3) Sensory input from the periphery is traced through the central nervous system until arrival at the cerebral cortex. Motor commands are traced from the motor cortex through the descending pathways to the final effectors. At each stage of the ascending and descending pathways, anatomy, physiology, and pathology are described.

515 Neurochemistry (3) Biochemistry of 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. Prereq: CH 461, CH 462, BI 415 or equivalent, and instructor's consent. Not offered every year.

516 Neurobiological Basis of Behavior (3) Physiology and morphology of neuromuscular systems of animals, with emphasis on comparative development and the evolution of animal behavior. Not offered every year.

517 Neurobiology Laboratory (3) Laboratory work to accompany BI 516, with emphasis on electrical and anatomical techniques for studying nerve and muscle function. Not offered every year.

518 Comparative Vertebrate Nervous Systems (3-5) 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. Prereq: instructor's consent and basic knowledge of the anatomy of one vertebrate nervous system. Not offered every year.

519 Comparative Neurocytology and Neurohistology (3) The contributions of classical neurohistology, contemporary electron microscopy, and cytochemistry to the understanding of function in vertebrate and invertebrate nervous systems. Prereq: instructor's consent. Not offered every year.

520 Advanced Genetics (2) Topics include gene action, mutation, chromosome mechanics, population genetics, statistical methods, radiation genetics. Prereq: instructor's consent. Novitski.

523, 524 Principles of Microscopic Techniques (4,4) Techniques for preparing biological materials and 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 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. Howard, Wimber.

525 Principles of Microscopic Techniques (5) Electron microscopy. Techniques in biological electron microscopy, including fixation, embedding, thin sectioning, positive and negative staining, shadowing, and microscope operation. Transmission electron microscopy. Prereq: instructor's consent. Schabtach.

526 Developmental Genetics (3) Genetic regulation of development, including investigations of molecular mechanisms and studies of developmental mutants. Topics include molecular biology of eukaryotic chromosomes, genetic mosaics, and models of gene regulation. Not offered every year.

551 Biology of Fishes (4-8) Anatomy, development, and biology of fishes. Offered at Oregon Institute of Marine Biology for 8 credits.

CH 562, 563 Advanced Biochemistry (3,3) See description under Chemistry.

CH 564, 565 Physical Biochemistry (3,3) See description under Chemistry.

591 Collection and Analysis of Physiological Data (5) The nature of physiological data, how to collect them, what to do with them after collection. Microcomputers as laboratory tools by means of a specially designed electronic device that realistically simulates actual physiological systems. Prereq: BI 414, 415, and a fundamental course in computer science. Fernald. Not offered every year.

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.

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., Associate 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., 1953, Pennsylvania.

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

Mark D. Waddington, Ph.D., Research Associate. Ph.D., 1983, Montana State.

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

Undergraduate Studies

The Department of Chemistry enjoys a strong reputation nationally. The National Academy of Sciences has recognized four of the current faculty members by electing them to membership 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).

The required electives 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 in the Sample ACS-Certified Program 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 credits 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 credits of advanced work, at least 6 credits of CH 401 must be completed.

American Chemical Society Certification

Major Requirements 75-78 credits

*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
Research (CH 401)	minimum of 6
Advanced chemistry electives (3 courses)	9-12

Directed Electives 53 credits

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

Advanced Chemistry Electives 9-12 credits

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 and followed in a subsequent year by Quantitative Analysis (CH 324).

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

Sample ACS-Certified Program

Freshman Year 48 credits

*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 credits

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 credits

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 24-27 credits

Advanced Chemistry Electives (3 courses)	9-12
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 and followed in a subsequent year by Quantitative Analysis (CH 324).

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

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-option chemistry majors includes the following courses in chemistry and related fields.

Biochemistry Requirements 83-85 credits

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 credits

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)	9
and accompanying laboratories (BI 315, 316, 317)	6

Advanced Biochemistry

Electives (3 courses) 9-11 credits

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 credits

General Chemistry (CH 104, 105, 106)	9
General Chemistry Laboratory (CH 107, 108, 109)	6
Calculus (MTH 201, 202, 203)	12
English Composition (WR 121, 123)	6
Electives	15

Sophomore Year 46 credits

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)	9
and accompanying laboratories (BI 315, 316, 317)	6
General Physics (PH 201, 202, 203)	12

Junior Year 43 credits

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 credits

Research (CH 401) and/or advanced electives (3 courses)	9-12
Biochemistry Laboratory (CH 464)	4
Electives	9

The advanced elective courses (9 credits) 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 credits of advanced work, at least 6 credits of Research (CH 401) must be completed.

Students who plan to apply to medical schools are advised to investigate the need for a physics laboratory course that is not included in this curriculum. If certification of the major by the American Chemical Society is sought, then physics laboratory, quantitative analysis, and a foreign language are required in addition to the major requirements cited above, along with 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 1985 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.

Minor Requirements

A minor in chemistry may be put together from the options outlined below; however, other options may be submitted for consideration and approval by the department. All courses must be taken on a graded basis.

Analytical-Physical Chemistry Option: General chemistry with laboratories plus CH 324, 441, 442, 443.

Biochemistry Option: General Chemistry with laboratories plus CH 331 or 334, CH 461, 462, 463.

Organic Chemistry Option: General Chemistry with laboratories plus CH 331, 332, 333, 337, 338 or CH 334, 335, 336, 340.

Physical Chemistry Option: General Chemistry with laboratories plus CH 331 or 334, CH 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, organotransition metal-inorganic

chemistry, physical chemistry, biochemistry, chemical physics, molecular or cell biology, and neurochemistry. Master of Science (M.S.) and Master of Arts (M.A.) degrees are also offered. However, except under unusual circumstances, Doctor of Philosophy (Ph.D.) candidates receive priority for admission.

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 assistantships 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 assistants, with summer research work, are currently \$7,800 for the calendar year. During 1983-84, 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, 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 catalysts. 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. Micro-analytical 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 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 in Chemistry (CH)

Lower-Division Courses

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

101, 102, 103 Survey of General, Organic, and Biochemistry (4,4,4) For nonscience majors. Basic principles, organic chemistry, and biochemistry. Does not satisfy prerequisite for upper-division courses in chemistry. Lectures, discussion fall term; lectures, discussion, laboratory winter and spring. MTH 100 recommended.

104, 105, 106 General Chemistry (3,3,3) Introduction to chemistry: atomic and molecular structure, equilibrium, dynamics, physical properties, and the chemical reactions of the elements. May be used as prerequisite for upper-division courses in chemistry. Lectures. Pre- or coreq: MTH 101 or higher. Concurrent enrollment in CH 110 recommended.

107 General Chemistry Laboratory I (2) Accompanies CH 104. Exercises chosen to provide experience in working with the concepts taught in General Chemistry as well as laboratory manipulations. Includes volume and mass measurements, stoichiometry, gravimetric analysis, gas laws, calorimetry, and spectroscopy. Lecture, laboratory. Pre- or coreq: CH 104 or instructor's consent.

108 General Chemistry Laboratory II (2) Accompanies CH 105. Teaches laboratory skills through exercises which include observing chemical reactions and writing equations, phase diagrams, equilibrium constants, and acid-base titrations. Lecture, laboratory. Prereq: CH 107 or instructor's consent; pre- or coreq: CH 105 or instructor's consent.

109 General Chemistry Laboratory III (2) Accompanies CH 106. Volumetric analyses, voltaic cells, exercises in kinetics, and inorganic and organic chemistry to round out the first year's study of chemistry laboratory skills. Lecture, laboratory. Prereq: CH 108 or instructor's consent; pre- or coreq: CH 106 or instructor's consent.

110 General Chemistry Tutorial (1) Small-group discussions of topics emphasized in CH 104, 105, 106. Coreq: CH 104, 105, or 106.

121 Chemistry, Nutrition, and World Food (3) For nonscience-oriented students. Basic chemical concepts as they relate to food; food chemicals and additives. Topics include essential nutrients, nutritional diseases, problems of world food production and distribution, nonrenewable resources, population growth, and the lifeboat ethic.

123 Chemical Origins of Life (3) The changing chemical composition of the earth before life began, types of molecules which could combine to produce living systems, and theories of transitions to living systems. The question of extraterrestrial life; the origins of life and its existence elsewhere. Primarily for nonscience majors. BI 105 recommended.

200 SEARCH (1-3)

204, 205, 206 General Chemistry (3,3,3) First-year university chemistry for chemistry majors and others with excellent backgrounds in high school chemistry, physics, and mathematics. Chemical structure, equilibrium, dynamics, reactions, and thermodynamics. Lectures. Pre- or coreq: calculus, no later than winter term.

207 Semi-Micro Inorganic Qualitative Analysis (3) The separation and identification of cations and anions by semi-micro methods. Intended to accompany CH 204. Limited to selected students; primarily for prospective chemistry majors and Honors College students. Laboratories, lecture.

208 Volumetric Analysis (3) The quantitative estimation of selected molecular species by titration procedures. Intended to accompany CH 205. Limited to selected students; primarily for prospective chemistry majors and Honors College students. Laboratories, lecture.

209 Gravimetric Analysis (3) The separation and gravimetric determination of selected inorganic species. Intended to accompany CH 206. Limited to selected students; primarily for prospective chemistry majors and Honors College students. Laboratories, lecture.

Upper-Division Courses

BI 311 Molecular and General Genetics (3) See description under Biology.

BI 312 Cell Physiology (3) See description under Biology.

BI 313 Gene Action and Development (3) See description under Biology.

BI 315 Molecular and General Genetics Laboratory (2) See description under Biology.

BI 316 Cell Physiology Laboratory (2) See description under Biology.

BI 317 Gene Action and Development Laboratory (2) See description under Biology.

324 Quantitative Analysis (4) Lectures and laboratory in the use of instrumental methods for quantitative determinations of unknown chemical samples. Required for majors. Prereq: CH 109 or 209.

331, 332, 333 Organic Chemistry (4,4,4) Compounds of carbon, their structure, reactions, and synthesis with emphasis on examples of biological interest. For biochemistry-option chemistry majors, biology majors, premedical and pre dental students, and medical technology students. Four lectures. Prereq: MTH 101, 102; CH 106 or 206.

334, 335, 336 Organic Chemistry (4,4,4) The chemistry of carbon compounds. For chemistry majors; open to Honors College students and others wanting more extensive coverage of organic chemistry than is provided by CH 331, 332, 333. Four lectures. Prereq: MTH 101, 102; CH 106 or 206.

337, 338 Introductory Organic Laboratory (2,2)

Principles and techniques of laboratory practice in organic chemistry; intended to accompany CH 331, 332. Lecture, laboratory. Prereq: CH 109 or 209; pre- or coreq: CH 331, 332.

340, 341, 342 Organic Chemistry Laboratory (3,3,3)

Principles and techniques fundamental to laboratory practice in organic chemistry including qualitative and quantitative organic analysis. For chemistry majors; open to selected Honors College students and others wanting comprehensive training in laboratory practice. Lectures, laboratories. Prereq: CH 109 or 209 with a grade of C or better.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr) Introduction to the methods of chemical investigation. For advanced undergraduates by arrangement with individual faculty members.

403 Thesis (Arr) Open to students eligible to work for the baccalaureate degree with honors in chemistry.

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) Two biochemistry seminars are offered: one is for undergraduates who have not yet taken CH 461, 462, 463; the other is for undergraduates who have completed CH 461, 462, 463. Neither offers graduate credit. P/N only.

409 (G) Special Laboratory Problems (Arr) Laboratory instruction not classifiable as research; laboratory work covered in other courses is not duplicated. Prereq: instructor's consent.

410 (G) Experimental Course (Arr)

411, 412 (G) Physical-Inorganic Chemistry (3,3) 411: structure, bonding, and energetics of inorganic compounds. 412: structures, reactions, and reaction mechanisms of transition metal, inorganic, and organometallic compounds. Prereq: physical chemistry.

BI 422 (G) Genetics (3) See description under Biology.

441, 442, 443 (M) Physical Chemistry (4,4,4)

Theoretical aspects of physical-chemical phenomena. Atomic and molecular properties, macroscopic systems in equilibrium, nonequilibrium macroscopic systems. Four lectures. Prereq: two years of college chemistry (except for physics majors), college physics, one year of calculus (MTH 201, 202, 203). MTH 331, 332 also recommended.

446, 447, 448 (M) Physical Chemistry Laboratory (3,3,3)

Instrumental techniques emphasized to illustrate theoretical principles. Topics include introductory statistical analysis of data, computer programming, and electronics. Experiments in thermodynamics, chemical kinetics, and molecular spectroscopy. Laboratories, discussions. Prereq: PH 204, 205, 206; pre- or coreq: CH 441, 442, 443.

451 (G) Principles of Chemical Thermodynamics (3)

The laws of thermodynamics and their applications, including those to nonideal chemical systems. Prereq: CH 441, 442, 443 or equivalents.

453 (G) Principles of Statistical Mechanics (3) The molecular basis of thermodynamics. Applications to the calculations of the properties of noninteracting and weakly interacting systems. Prereq: CH 441, 442, 443 or equivalents.

455 (G) Principles of Quantum Chemistry (3) The principles of quantum mechanics and their application to problems of chemical interest, including time-dependent problems. Prereq: CH 441, 442, 443 or equivalents.

457 (G) Principles of Chemical Kinetics (3) Description and interpretation of the time evolution of chemical systems. Prereq: CH 441, 442, 443 or equivalents.

461, 462, 463 (G) Biochemistry (4,4,4) Structure and functions of biological macromolecules, metabolism and metabolic control processes, protein and nucleic acid synthesis, and biochemical genetics of pro- and eukaryotic cells. Lectures, discussion. Prereq: CH 331 or equivalent. Prior exposure to calculus and physical chemistry recommended.

464 (G) Biochemistry Laboratory (4) Current approaches to recombinant DNA research and methods of studying protein synthesis in cell-free systems. Laboratories, conference. Prereq: instructor's consent.

471 (G) Chemical Instrumentation (3) Theory and operation of chemical application of computer

technology and other instrumentation used in research laboratories; techniques to perfect instrument performance. Prereq: instructor's consent. Not offered every year.

BI 481 (G) Biology of Prokaryotic Organisms (3) See description under Biology.

BI 482 (G) Biology of Prokaryotic Organisms (3) See description under Biology.

BI 487 (G) Advanced Molecular Genetics (3) See description under Biology.

BI 489 (G) Membrane Structure and Function (3) See description under Biology.

PH 491 (G) X-ray Crystallography (4) See description under Physics.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Seminars offered in biochemistry, physical chemistry, organic chemistry, molecular biology, and neuroscience.

BI 507 Seminar (Arr) Genetics is one topic.

510 Experimental Course (Arr)

511 Special Topics in Physical Chemistry (3) Current topics include group theory, rotational spectroscopy, vibrational spectroscopy, magnetic resonance spectroscopy, electronic spectroscopy, statistical mechanics, kinetics of complex systems, theory of optical rotation, and molecular beams. Each topic is normally covered in a one-term course. Topics vary from year to year.

512 Special Topics in Organic Chemistry (3) 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.

513 Special Topics in Biochemistry (3) Topics include enzyme mechanisms, stability and conformation of macromolecules, structure and function of nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis, biochemical regulation in higher organisms, membrane structure and function, macromolecular studies by magnetic resonance techniques, hormone function, and intracellular transport and secretion. Topics vary from year to year.

BI 515 Neurochemistry (3) See description under Biology.

BI 526 Developmental Genetics (3) See description under Biology.

531, 532, 533 Advanced Organic Chemistry (3,3,3)

Advanced general survey of organic chemistry; structural theory, syntheses, scope and mechanism of reaction, and spectroscopic structure determination.

541, 542, 543 Chemical Kinetics (3,3,3) Topics may include classical kinetic theory of gases, statistical mechanics, statistical thermodynamics, chemical kinetics in the gas phase and in solution, and catalysis. Not offered every year.

545, 546 Quantum Chemistry (2-3,2-3) Topics of chemical interest in terms of the quantum theory. Wave mechanics, chemical bonding and the origin of the theory of resonance, and topics from atomic and molecular spectra.

553, 554 Statistical Thermodynamics (3,3) Molecular interpretation of the properties of equilibrium systems; principles and application to gases, crystals, liquids, phase transitions, solutions, electrolytes, gas adsorption, polymers, chemical equilibria, etc. Students may take PH 541, 542, 543 when CH 553, 554 not offered. Not offered every year.

562, 563 Advanced Biochemistry (3,3) Enzyme kinetics and detailed consideration of glycolysis, biological oxidation, neurochemistry, and selected aspects of biological synthesis. Offered 1984-85 and alternately with CH 564, 565.

564, 565 Physical Biochemistry (3,3) The physical chemical properties of biological macromolecules. Topics include the forces and interactions to establish and maintain macromolecular conformations and the physical bases of the spectroscopic, hydrodynamic, and rapid reaction techniques used to investigate these conformations. Prereq: calculus and a knowledge of the elements of thermodynamics. Offered alternately with CH 562, 563.

Classics

302 Condon Hall
Telephone 686-4069
C. Bennett Pascal, Department Head

Faculty

Steven D. Lowenstam, Ph.D., Associate Professor (literary criticism, archaic epic, linguistics). B.A., 1967, Chicago; M.A., 1969, Ph.D., 1975, Harvard.

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.

Emeritus

Frederick M. Combelleck, Ph.D., Professor Emeritus (Greek literature). B.A., 1928, Stanford; Ph.D., 1936, California, Berkeley.

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 (B.A.) degree in three majors: Latin, Greek, and Classics (a combination of Latin and Greek). All courses taken in the major must be passed with a grade of C or better.

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:

- 24 credits 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).
- Three courses in History of Greece (HST 411) and History of Rome (HST 412, 413).
- Two Classics courses in English translation (CL 301, 302, 303, 304, 305, 307, 308, 309, 321).
- 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.

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:

- 24 credits 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).
- Three courses in History of Greece (HST 411) and History of Rome (HST 412, 413).
- Two Classics courses in English translation (CL 301, 302, 303, 304, 305, 307, 308, 309, 321).
- 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.

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:

- 30 credits of Latin and Greek beyond the second-year level, with not fewer than 9 credits devoted to either language.
- Three courses in History of Greece (HST 411) and History of Rome (HST 412, 413).
- Three courses in English translation (CL 301, 302, 303, 304, 305, 307, 308, 309, 321).
- Majors in Classics are encouraged to elect additional courses in ancient literature in English translation and in ancient art, religion, or mythology.

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 or Latin, which require fewer credits, are much more flexible.

Secondary School Teaching

For basic certification as a teacher of Latin in Oregon high schools, the Oregon Teacher Standards and Practices Commission requires

Sample Classics Program

Sample Classics Program	
Freshman Year	45 credits
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 credits
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 credits
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 credits
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 (GRK 347, 348, 349), additional Greek or Latin	25

(1) the satisfaction of certain minimum standards of subject preparation, and (2) the recommendation of the institution in which the student completed subject preparation.

Completion of 45 credits of work in Latin, including at least three terms of Latin composition, satisfies the state standards for undergraduate preparation and the requirements for recommendation by the University of Oregon. Students planning to enter secondary school teaching should 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 credits 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 in Classics with areas of concentration in Latin, Greek, or Classics (Greek and Latin). The degree may be earned with thesis, with a comprehensive examination, or through course work alone.

The 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.

Programs of study are arranged in consultation with two advisers, at least one of whom is a

member of the Department of Classics, and are selected from graduate courses in Latin, Greek, Classics, history, art history, religion, philosophy, rhetoric, and English. Ideally, the design of the program will not be random but will reflect in part the student's specialized interests or will help to prepare the student for a field of specialization related to the Classics.

Master of Arts Degree

Applications for admission should be accompanied by two letters of recommendation, including at least one from an undergraduate teacher.

All candidates must complete at least 45 credits of graduate-level course work, to include at least one seminar in the candidate's major (GRK, LAT, or CL 407 or 507). Students who have not already had a year course in ancient history are expected to include History of Greece (HST 411) and History of Rome (HST 412, 413) in their graduate programs. All candidates must demonstrate proficiency in French or German sufficient for conducting research in Classical subjects.

The Master of Arts (M.A.) degree with thesis is awarded upon completion of 45 credits of course work, to include 9 credits of thesis (GRK, LAT, or CL 503, whichever is appropriate to the candidate's area of concentration).

The M.A. degree by examination is awarded upon completion of 45 credits of course work and a comprehensive written and oral examination. The examination is based in part on an outside reading list, drawn up in consultation with the candidate's advisers. The reading list is substantially in literature in the original languages.

The M.A. degree by course work alone is awarded upon completion of 10 credits of graduate courses in addition to the 45-credit minimum required for the M.A.

Interdisciplinary Programs

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 fulfill major requirements in one of the three departments contributing to the program, with the addition of courses selected from the other two departments. The following are the three programs recommended for a specialization in Classical archaeology.

Art History. Departmental major, with a concentration in Greek and Roman art, to include Ancient Mediterranean Art (ARH 413), Greek and Roman Art (ARH 414, 415, 416), and a seminar in Greek and Roman Art (ARH 507). Courses recommended in addition to the major: History of Greece (HST 411) and History of Rome (HST 412, 413), seminar in Greek or Roman history (HST 407 or 507), two years of Greek or Latin.

Classics. Departmental major in Latin, Greek, or Classics (Latin and Greek) beyond the second year. History of Greece (HST 411) and History of Rome (HST 412, 413).

Courses recommended in addition to the major: seminar in Greek or Roman history (HST 407 or 507), Ancient Mediterranean Art (ARH 413) or Greek and Roman Art (ARH 414, 415, 416), a 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 (HST 411), History of Rome (HST 412, 413), and a seminar in Greek or Roman history (HST 407 or 507). Courses recommended in addition to the major: Ancient Mediterranean Art (ARH 413) or Greek and Roman Art (ARH 414, 415, 416), seminar in Greek or Roman Art (ARH 507), two years of Greek or Latin.

Students who plan to pursue a career in Classical archaeology are reminded that most graduate departments require familiarity with both Classical languages and a reading knowledge of French and German.

An interdisciplinary Master of Arts (M.A.) degree is available for students interested in advanced study or careers in Classical archaeology.

Classical Civilization

The Department of Classics administers an interdisciplinary Master of Arts degree in Classical civilization, to provide predoctoral training for prospective candidates in Classical archaeology and ancient history, or for students interested in a general program in ancient studies at the graduate level. Consult a departmental adviser for a description of the program.

Courses in Greek (GRK)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101, 102, 103 First-Year Greek (4,4,4) 101, 102: fundamentals of the Attic Greek language; 103: readings in Attic Greek and in *koiné*.

MGRK 101, 102, 103 Modern Greek (3-4,3-4,3-4) Modern Greek conversation and reading. Offered irregularly.

199 Special Studies (1-3)

200 SEARCH (1-3)

231 New Testament Readings (1-4) Selected readings from the New Testament. Not offered every year.

Upper-Division Courses

301, 302, 303 Authors: [Term Subject] (3R) Each term will be devoted to the study of a major Greek author: Homer, Plato, or a tragedian. **R** under different term subjects.

347, 348, 349 Greek Prose Composition (1-3,1-3,1-3) Lowenstam.

SEARCH (1-3)

405 Reading and Conference (Arr)

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

407 (G) Greek Seminar (Arr)

411 (G) Authors: [Term Subject] (3R) Each term devoted to a different author or literary genre: Euripides, Sophocles, Aeschylus, Plato, Aristotle, Demosthenes, Herodotus, lyric poetry, comedy, pastoral, etc. **R** when topic changes.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Greek Seminar (Arr)

Courses in Hebrew (HBR)

50, 51, 52 Biblical Hebrew (4,4,4) Does not fulfill University requirements. Not offered every year.

Courses in Latin (LAT)

Lower-Division Courses

101, 102, 103 First-Year Latin (4,4,4) 101, 102: fundamentals of Latin grammar; 103: selected readings from Classical and medieval authors. Pascal.

199 Special Studies (1-3)

200 SEARCH (1-3)

Upper-Division Courses

301, 302, 303 Authors: [Term Subject] (3R) Readings in selected authors of the Roman Golden Age: Livy, Virgil, Horace. **R** when topic changes.

347, 348, 349 Latin Composition (1,1,1) Survey of Classical Latin syntax; extensive practice in prose composition. Designed for majors and prospective teachers. Pascal.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

407 (G) Latin Seminar (Arr)

411 (G) Authors: [Term Subject] (3R) Each term will be devoted to a different author or literary genre: Catullus, Tacitus, Juvenal, Pliny, Lucretius, comedy, philosophy, elegy, epic, satire. **R** when topic changes.

414 (G) Readings in Medieval Latin (Arr, R)

421 (M) Latin Grammar Review (3) A formal grammar review course for students with some previous exposure to the language who want to renew their skills; and for students with no previous experience who believe that they can keep up with the accelerated pace. May not be used to satisfy the requirements for the major in Latin or Classics. Not offered every year.

447, 448, 449 (G) Latin Prose Composition (1-3,1-3,1-3) Composition of continuous Latin prose based on an intensive study of stylistic models from Classical literature. Prereq: LAT 347, 348, 349. Pascal.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr)

Classics in English Translation (CL)

Lower-Division Courses

199 Special Studies (Arr)

200 SEARCH (1-3)

Upper-Division Courses

301 Literature: Greek Epic (3) 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.

302 Literature: Greek Tragedy (3) Examination of Greek tragedy from the viewpoint of literary criticism and intellectual history.

303 Literature: Greek Philosophy (3) Introduction to the philosophies of Plato and Aristotle from the viewpoint of Greek intellectual history.

304 Classical Comedy (3) Analysis of old comedy (Aristophanes), middle comedy (Aristophanes), and new comedy (Menander, Roman drama) in juxtaposition with satyr drama and Greek romance (Euripides).

305 Latin Literature (3) Representative selections from major authors of Republican and Imperial Rome: epic, comedy, and satire. Pascal.

307, 308, 309 Classical World (3,3,3) Origins and development of the major social, economic, political, religious, and intellectual systems of the Classical Age of the West. 307: ancient Greece; 308: Hellenistic civilization; 309: ancient Rome. The major Greek and Latin authors as well as some documentary sources.

320 Introduction to Classical Archaeology (3) Rationale and aims of Classical archaeology, day-to-day processes of a major continuous excavation, problems concerning the religion, culture, and history of the ancient world. Not offered every year.

321 Classic Myths (3) The major mythological cycles of the ancient world: Troy, Thebes, and heroes. Literary and mythographic sources. Pascal.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

410 (G) Experimental Course (Arr)

Graduate Courses

501 Research (Arr) P/N only.

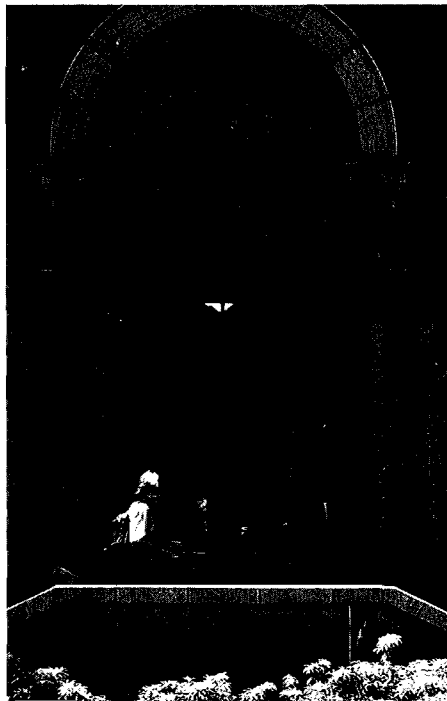
503 Thesis (Arr) Prereq: second-year proficiency in Greek or Latin. P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr)

509 Practicum (Arr)

510 Experimental Course (Arr)



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).

Sarah A. Douglas, Ph.D., Assistant Professor of Computer and Information Science (artificial intelligence, cognitive modeling, human-computer interaction).

Mary Erbaugh, Ph.D., Assistant Professor of Linguistics (psycholinguistics, language acquisition).

Arthur Farley, Ph.D., Associate Professor of Computer and Information Science (artificial intelligence). On leave 1984-85.

Stephen Fickas, Ph.D., Assistant Professor of Computer and Information Science (software engineering, artificial intelligence, expert systems).

Morton Ann Gernsbacher, Ph.D., Assistant Professor of Psychology (cognition, language processes).

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).

Kenneth Liberman, Ph.D., Assistant Professor of Sociology (comparative social and communicative behavior, phenomenology).

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 option), Psychology (cognitive science option), 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 (M.A.) and the Master of Science (M.S.) degrees.

Students wanting to study for the Doctor of Philosophy (Ph.D.) 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

Steven Rendall and Irving Wohlfarth,
Program Codirectors

Program Committee

Randi Birn
Thomas Hart
Roger Nicholls
James Rice
Wolfgang Sohlich
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.

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).

Sylvia 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).

Jean M. Woods, Ph.D., Associate Professor of Germanic Languages and Literatures (16th-century, baroque, and 18th-century literature).

The University of Oregon offers programs in comparative literature leading to the Bachelor of Arts (B.A.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) degrees. The graduate program in comparative literature, established in 1962, is well known both in the United States and abroad. Every year the program invites several distinguished scholars to deliver lectures and discuss their work with faculty and students participating in the Comparative Literature Colloquium. Recent visitors include Hazel Barnes, Stephen Booth, Terry Eagleton, Jean Franco, Wolfgang Iser, Fredric Jameson,

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 leading to the Bachelor of Arts (B.A.) degree enables students to pursue an organized course of study transcending the limitations of a departmental major. It provides suitable training for advanced study in literature as well as a general liberal arts background.

Students in the program study 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.

Note: Students with interests in non-Western literatures are welcome in the undergraduate program.

Major Requirements

Lower Division. Satisfaction of the University language requirements for the B.A. degree.

Comparative Literature: Epic, Drama, Fiction (CLIT 201, 202, 203) or equivalents.

History of Western Civilization (HST 101, 102, 103) or History Honors College (HST 107, 108, 109). Students with sufficient background may take three advanced history courses to fulfill this requirement.

Upper Division. 45 credits in literature, including:

Approaches to Comparative Literature (CLIT 301).

15 credits in a foreign literature, read in the original language.

9 credits in a second foreign literature, read in the original language.

18 additional credits in literature, read either in the original language or in translation. At least 6 of these credits must be in comparative literature courses.

Honors in Comparative Literature. The requirements for honors in comparative literature include all of the above plus a senior essay written under the direction of a faculty member. Students choosing this option enroll for two terms of Thesis (CLIT 403), the senior essay to be presented at the end of the second term.

Graduate Program

The University offers a program of graduate study leading to the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in comparative literature.

For admission to the program, a candidate should 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 graduate-level literature courses in the languages. The student's course program must include one term of Graduate Studies in Comparative Literature (CLIT 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 in Comparative Literature (CLIT)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

201, 202, 203 Comparative Literature: Epic, Drama, Fiction (3,3,3) A comparative approach to the major works and genres of Western literature.

210 Topics in General Literature (3) Introductory studies in literary themes, periods, and methods of literary study. Topics vary from year to year but are normally offered as integrated sequences.

Upper-Division Courses

301 Approaches to Comparative Literature (3)

Introduction to methods in comparative literature and practical literary criticism.

350 Topics in Comparative Literature (3) Recent topics include Fantasy and Reality in 17th- and 18th-Century Literature, Modern Women Writers, Madness in Literature, Suicide and Literature: East and West, Honors College: Utopias and Dystopias.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

403 Thesis (Arr)**405 (M) Reading and Conference (Arr)**

407 (G) Seminar (Arr) 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.

410 (G) Experimental Course (Arr) All readings may be done in translation. Several courses offered each term; recent topics include Play Within a Play, Medicean Florence and the Revival of Greek, Modern Experimental Drama, The Theme of Rebellion in Literature, Just and Unjust Worlds in Chinese and Western Literature, Classical Backgrounds of the Renaissance, Society and Solitude: Studies in Pastoral, and Mass Culture.

420 (M) Picaresque Novel (3) 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 Grimmelshausen, Defoe, Thomas Mann, and Joyce Cary. Not offered 1984-85.

421 (M) Modern Scandinavian Fiction (3) Modern Scandinavian novels representative of major trends in literary techniques and themes. Texts analyzed within the contexts of European literature in general and in the context of Scandinavian social and cultural developments. Authors from all five Nordic countries; content varies from year to year. Zuck, Birn. Not offered 1984-85.

425 (M) Autobiography (3) 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. Not offered 1984-85.

460 (M) Experimental Fiction (3) 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 1984-85.

461 Experimental Drama (3) 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 1984-85.

Courses in Translation**CHN 307 Early Chinese Literature (3)****CHN 308 Medieval Chinese Literature (3)****CHN 309 Late Traditional Chinese Literature (3)****CHN 407 (G) Seminar: Chinese Literature (3)****CL 301 Literature: Greek Epic (3)****CL 302 Literature: Greek Tragedy (3)****CL 303 Literature: Greek Philosophy (3)****CL 321 Classic Myths (3)****CL 407 Seminar: Classical Literature (3)****GER 250 Goethe and His Contemporaries in Translation (3)****GER 251 Thomas Mann, Kafka, and Hesse in Translation (3)****GER 252 Brecht and Modern German Drama in Translation (3)****ITAL 464, 465, 466 (G) Dante and His Times (3,3,3)****JPN 301, 302, 303 Introduction to Japanese Literature (3,3,3)****JPN 407 (G) Seminar: Japanese Literature (3)****RUSS 204, 205, 206 Introduction to Russian Literature (3,3,3)****RUSS 330 Soviet Russian Literature (3)****RUSS 420 (G) Russian Folklore (3)****RUSS 422 (G) Russian Poetry (3)****RUSS 424 (G) Dostoevsky (3)****RUSS 425 (G) Tolstoy (3)****RUSS 426 (G) Gogol (3)****RUSS 427 (G) Turgenev (3)****RUSS 428 (G) Chekhov (3)****SCAN 351 Ibsen to Hamsun in Translation (3)****SCAN 352 August Strindberg to Ingmar Bergman in Translation (3)****SCAN 353 Readings in Translation: Scandinavian Literature and Society (3)****SPAN 360 Cervantes (3)****Graduate Courses****501 Research (Arr) P/N only.****503 Thesis (Arr) P/N only****505 Reading and Conference (Arr)**

507 Seminar (Arr) Recent topics include 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.

508 Colloquium (Arr)**510 Experimental Course (Arr)**

514, 515, 516 Graduate Studies in Comparative Literature (4,4,4) 514: history and present state of the discipline as practiced by selected major figures; 515: intensive study of current issues in literary theory; 516: problems and methods in practical criticism. Hart, Rendall, Wohlfarth.



Computer and Information Science

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Eugene M. Luks, Department Head

Faculty

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 (human-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 1984-85.

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.

Virginia M. Lo, Ph.D., Assistant Professor (distributed systems, operating systems, compilers). B.A., 1969, Michigan; M.S., 1977, Pennsylvania State; Ph.D., 1984, Illinois, Urbana-Champaign.

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 1984-85.

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.

Christopher A. Wilson, Ph.D., Assistant Professor (computational complexity, models of computation). B.S., 1978, Oregon; M.S., 1980, Ph.D., 1984, Toronto.

Adjunct

Gordon P. Ashby, M.B.A., Adjunct 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., Adjunct Senior Instructor (managing computer services). B.A., 1964, Western Washington; M.A., 1969, Oregon.

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 is continually evolving as the discipline matures and students' needs change. Each year, the content of some courses changes and new courses are added. Usually, new courses are first offered as experimental courses (CIS 410 or 510). The computer and information science department also offers about fifteen summer session courses, some especially designed for educators.

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 DEC VAX 11/750s, SYMBOLICS 3600 LISP machines, and an assortment of microcomputers for student and faculty use.

Undergraduate Studies

The Department of Computer and Information Science (CIS) offers the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. Major and minor degree requirements are listed below. Each required course must be passed with a grade of 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 and science. 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. Students should contact the department to determine if computer courses they have taken can be counted toward CIS major requirements.

Careers. The demand for computer programmers and systems analysts is well ahead of the supply. A B.S. or B.A. degree in computer and information science prepares a student for a job in industry or business or for entrance into graduate school.

Graduates may be employed as 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 Requirements

42 credits (30 credits, excluding CIS 472, must be upper division). Up to 9 credits 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. The following six courses are required: MTH 201, 202, 203, 231, 232, 233. They may also be used to satisfy the University's 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.

Science. CIS majors must meet the science sequence requirement by completing 12 credits selected from one of the following four options:

1. PH 211, 212, 213.
2. CH 104, 105, 106 or CH 204, 205, 206, plus 3 additional credits in chemistry. The additional credits may be satisfied in laboratory courses accompanying general chemistry.
3. BI 201, 202, and 203 or 204.
4. PSY 211 or 212 or 213, plus 8 credits from the experimental and physiological fields (numbered between 430 and 450). The latter may require additional prerequisites or instructor's consent.

Minor Requirement for CIS Majors. CIS majors are required to complete an area related to computing. Contact the department for further information.

Departmental Admission

Some courses, such as CIS 121, 131, 133, 234, 241, are usually 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 intending to pursue 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.

Upon completion of 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.

Upon completion of 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 GPAs 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 is always counted as an F. Achieving the above GPAs does not guarantee the granting of upper-division or major admission. For example, departmental admission is unlikely for a student with two or

more Ws in CIS courses, or one who takes 100-level courses after having had higher-level courses.

Upper-division or major admission status may be revoked if a student earns poor grades or drops, 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.

Sample 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.

Freshman Year

Calculus (MTH 201, 202, 203)
English Composition (WR 121)
Science, Arts and Letters, or Social Science sequence or cluster
Personal Health (HES 250)
Electives

Sophomore Year

Introduction to Computer Science I and II (CIS 201, 203)
Elements of Discrete Mathematics (MTH 231, 232, 233)
Computer Organization (CIS 311) or elective
English Composition (WR 122 or 123)
Science, Arts and Letters, or Social Science sequence or cluster
Three lower-division courses toward minor
Electives

Junior Year

Computer Organization (CIS 311), Introduction to Information Structures (CIS 313), Analysis of Programs (CIS 315)
Expository Writing (WR 216), Scientific and Technical Writing (WR 320), or Business Communications (WR 321)
Science, Arts and Letters, or Social Science sequence or cluster
Upper-division courses toward minor
Electives

Senior Year

Software Methodology I, II (CIS 422, 423)
Three upper-division CIS electives
Upper-division courses toward minor
Electives

Students intending to pursue careers in business-information systems normally choose electives from CIS 241, 242, 342, 435, 451.

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.

Minor Requirements

The minor in computer and information science requires completion of three successive levels of course work and maintenance of at least a 2.50 GPA in computer and information science. In addition, Level 1 requires at least a 2.50 GPA in mathematics. **Note:** CIS 121, 131, 133 and their equivalents do not count toward the computer and information science minor.

Level 1 (prerequisites). Introduction to Computer Science I, II (CIS 201, 203 or equivalent of PASCAL). One year of college mathematics at MTH 101 level or higher.

Level 2. Either Advanced Numerical Computation (CIS 234)—FORTRAN—or Business Data Processing (CIS 242)—COBOL—or an advanced BASIC language course (CIS 199).

Level 3. Four CIS courses (16 credits) at the 300 level or higher to be chosen from an approved list available in the department office. A grade of C- or better must be earned in each of the four courses.

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. The latter can be completed through the summer program.

Doctorates in numerical analysis and combinatorics are available through the Department of Mathematics.

A doctorate with a supporting area in computer science education is available through the College of Education. A doctorate involving considerable work in computers in business is available through the College of Business Administration. All of these programs allow and encourage 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 and expert systems. For further information, see the Cognitive Science section of this catalog.

Master's Degree Program

Admission. Admission into the Master of Science (M.S.) program in computer and information science is competitive, based on prior academic performance, Graduate Record Examination (GRE) scores, and computer science background. Minimum requirements for full admission (G8 status) are:

1. Documented knowledge of (a) principles of computer organizations, (b) assembly and structured programming languages, (c) program development and analysis, and (d) data structures.
2. GRE score on the General test is required; the Computer Science test is recommended, especially for applicants seeking graduate teaching or research assistantships.
3. A score of at least 550 on the Test of English as a Foreign Language (TOEFL) is required for applicants who have not spent at least three years in an English-speaking institution of higher learning. Applicants may be required to study one or more terms at the

University's American English Institute (AEI), or elsewhere, before taking any graduate work in the department. Foreign applicants for teaching assistantships must also take the Test of Spoken English.

Conditional admission. Admission to the M.S. program usually requires the substantive equivalent of an undergraduate degree in computer science. Applicants who do not meet the minimum requirements for G8 status listed above may receive conditional admittance (G3 status). This is a probationary period during which students must meet criteria—usually the completion of specific courses—set forth by the Graduate Affairs Committee. Upon meeting these criteria, G3 students are advanced to G8 status.

Basic degree requirements. The 60-credit Master of Science (M.S.) degree program consists of core-area depth and breadth requirements (28 credits) and electives (32 credits).

Core areas. The graduate curriculum contains five core areas: (a) theory of computer science, (b) systems organization, (c) programming languages, (d) software systems, and (e) artificial intelligence. Each area consists of a sequence of related courses. An M.S. candidate must achieve breadth by taking the first course in each area (20 credits) and depth by completing two additional courses (8 credits) in one of these areas.

Electives. Of the 32 elective graduate-level credits, 12 may be taken outside the department in an area closely related to the student's professional goals, subject to approval by the Graduate Affairs Committee. Elective options within the department include (a) up to 8 graded credits in Reading and Conference (CIS 505), with prior approval by the Graduate Affairs Committee; (b) up to 12 credits in Thesis (CIS 503) or Final Project (CIS 509); and (c) Experimental Courses (CIS 510), current research topics often taught by visiting research faculty.

Grade requirements. All 28 core-area credits must be graded and passed with grades of B- or better. Up to 12 of the 32 elective credits may be taken Pass/No pass (P/N); graded elective courses must be passed with grades of C or better. A 3.00 grade point average (GPA) must be maintained for all courses taken in the program. In computing the GPA, the department adds 0.30 points for a plus (+) and subtracts 0.30 points for a minus (-). P/N courses are not computed in the GPA. Students who fail to maintain a cumulative 3.00 GPA in two successive terms may be dropped from the M.S. program.

M.S. thesis. The research option requires a written thesis and enrollment for 9-12 credits in Thesis (CIS 503). Thesis research, usually taking at least one year, should be undertaken with a supervising faculty member and a reviewing committee of, generally, two other faculty members. The M.S. thesis is expected to be scholarly and to demonstrate mastery of the practices of computer science. This option is strongly recommended for those who plan subsequent Ph.D. research.

M.S. project. The project option requires a master's degree project and enrollment for up to 12 credits in Final Project (CIS 509). Super-

vised by a faculty member, the project may entail a group effort involving several M.S. students. The project is subject to approval by the Graduate Affairs Committee.

Doctoral Degree Program

The Doctor of Philosophy in computer and information science is above all else a degree of quality 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 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 will 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. Candidates for the Ph.D. degree must complete the following requirements, in order:

1. Meet all requirements set by the Graduate School, as listed in that section of this catalog.

2. 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.
3. Complete approximately 30 credits of graduate-level courses beyond the master's degree.
4. Take an area examination, administered by the student's advisory committee, which emphasizes the basic material in the student's area(s) of research concentration. Passing this examination advances the student to candidacy for the degree.
5. Select a thesis adviser who will direct the Ph.D. dissertation research. The student, the thesis adviser, and the Graduate School then form a dissertation committee.
6. Complete a written dissertation containing substantial, original research in computer and information science and present it to the dissertation committee. The dissertation must be approved by this committee. The student must then make a formal oral presentation of the dissertation. The course of study leading to a Ph.D. degree normally requires from four to five years beyond the baccalaureate degree.

Research areas. It is important that a Ph.D. student be able to work effectively with at least one thesis adviser. Hence the student should identify, at an early stage, one or more areas of research to pursue. The student should also find a faculty member with similar interests who will supervise the thesis.

Courses in Computer and Information Science (CIS)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

121 Concepts of Computing (3) 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.

131 Introduction to Business-Information Processing (4) Business-information processing and problem solving. BASIC programming language and electronic spreadsheet and data base management tools. Business-related examples and applications. Prereq: MTH 101 or equivalent.

133 Introduction to Numerical Computation (4) Basic concepts of problem analysis and computation; programming a computer using the language FORTRAN. Prereq: MTH 101 or equivalent.

150 Selected Topics in Computer Science (3) 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. Prereq: normally CIS 121 or equivalent; certain selected topics have other prerequisites, such as CIS 133 or equivalent.

199 Special Studies in Computer Science (1-3) Topics vary with the interests and needs of students and faculty. Typical subjects have included information retrieval, self-instruction FLECS, environmental modeling and simulation.

201, 203 Introduction to Computer Science I, II (4,4) Problem-solving methods, algorithm design, and structure of computers; programming in Pascal. Introductory course for majors and others seriously interested in computer science. Prereq for 201: four years of high school mathematics or MTH 101 or instructor's consent. Prereq for 203: CIS 201.

234 Advanced Numerical Computation (4) Problem analysis and computation for scientific computing using FORTRAN. Topics include numerical calculations and methods, file processing, and string manipulation. Prereq: CIS 133 or 203 or 242.

241 Introduction to Information Systems (4) Structure, capabilities, and uses of information systems. Theories of information processing in organizations, process of systems analysis and design, information retrieval, and planning and control of information systems development. Sample systems emphasize variations in design between organizations. Prereq: one term of a computer science above the level of CIS 121.

242 Business-Data Processing (4) Introduction to the programming language COBOL; fundamentals of business-information processing. Prereq: CIS 203 or instructor's consent.

Upper-Division Courses

311 Computer Organization (4) Introduction to digital logic, machine organization, structure and instruction sets. Assembly language programming. Prereq: CIS 203 and MTH 231.

313 Introduction to Information Structures (4) Concepts of information organization, methods of representing information in storage, techniques for operating upon information structures. Prereq: CIS 311, MTH 231.

315 Analysis of Programs (4) Structured programming, program verification, and algorithm analysis. Prereq: CIS 313, MTH 232.

342 Business-Information Processing (4) 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. Prereq: CIS 242, CIS 234 or 313.

Note: Courses designated (M) or (G) may be taken for graduate credit.

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) Opportunity 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.

409 (G) Supervised Consulting (1-2) 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. Prereq: 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.

410 (G) Experimental Course (Arr) New regular courses are normally offered under this number the first year or two, before final definition of the course and subsequent University approval.

413 (M) Information Structures (4) Second course in information structures; complex structures, storage management, sorting and searching, hashing, storage of texts, and information compression. Prereq: CIS 315.

414 (M) Introduction to Programming Systems (4) 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. Prereq: CIS 315.

415 (M) Operating Systems (4) Introduction to major concepts in the design of operating systems; emphasis on the interrelationships between the operating systems and the architecture of computer systems. Prereq: CIS 315.

422, 423 (G) Software Methodology I, II (4,4) Current methodology in software development from start to finish: project requirements definition, structured analysis specification, structured design maintenance, and user documentation. Advanced development environments. Students work in teams to complete a large system design and programming project in two terms. Prereq: CIS 315.

424 (M) Assembly Language Programming (4) Machine organization and operation, representations of data, instruction sets, higher level language interface, and operating system service calls. Labs focus on assembly language, operating system interfaces, and machine operation. Prereq: CIS 311 or equivalent.

435 (G) Business-Information Systems (4) Designs of the most common organizational information-processing systems, including batch-processing, interactive, and data-base. The systems development process; systems analysis and design. Prereq: CIS 242 and 313.

441 (G) Computer Graphics (4) Introduction to the use of computers for input, manipulation, and display of graphical information; graphical input methods and interactive graphics; survey of applications. Prereq: CIS 315.

445 (G) Modeling and Simulation (4) 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. Prereq: CIS 315.

451 (G) Data-Base Processing (4) 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. Prereq: CIS 315.

472, 473 (M) Computers in Education (4,4) 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. Prereq: for CIS 472, one computer science course (CIS 121 is recommended) or instructor's consent; for CIS 473, CIS 472 or 8 credits of CIS courses at the 203 level or above.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) 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.

508 Colloquium (1)

509 Final Project (Arr) Final project for master's degree without thesis.

510 Experimental Course (Arr) 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.

513 Advanced Information Structures (4) 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. Prereq: CIS 413 or equivalent.

520 Formal Languages and Machines (4) Introduction to formal models of computation; presents formal languages by their generators (grammars) and acceptors (sequential machines). Turing machines.

521 Theory of Computation: Complexity (4) Concrete and abstract complexity of computation; analyzing complexity using different models of computation; design strategies for efficient algorithms; polynomial time reducibility among problems; approximate algorithms for "hard" problems. Prereq: CIS 413 and 520.

522 Theory of Computation: Computability (4) Properties of algorithmic computation. Formal models of computation: Turing computability, recursive functions, computability and decidability. Prereq: CIS 520.

524 Structure of Programming Languages (4)

Syntax and semantics, comparison and design of programming languages. Prereq: CIS 313 or equivalent.

525 Structure of Programming Languages: Compiling (4) Formal representation of grammars and semantic information, parsing and code generation techniques, use of symbol tables in block-structured languages. Implementation of a compiler. Prereq: CIS 524.

526 Compiler Construction (4) Techniques involved in the construction and optimization of codes produced by compilers; advanced variable binding techniques in compilers; emphasis on compiler construction. Prereq: CIS 525.

529 Computer Architecture (4) Functional structure of computers. The management of a hierarchy of storage components, control of parallelism within the arithmetic logical unit, microprogramming, and connection of input-output devices through channels. Prereq: CIS 415.

530 Advanced Operating Systems (4) Study of advanced operating systems with emphasis on the examination of the interrelationships of hardware and software components for a single system. Prereq: CIS 529.

531 Parallel Processing (4) 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. Prereq: instructor's consent. Offered alternate years with CIS 532.

532 Computer and Information Networks (4) 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. Prereq: CIS 529. Offered alternate years with CIS 531.

551 Data-Base Systems (4) 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. Prereq: CIS 451.

571 Artificial Intelligence (4) Basic ideas and goals of artificial intelligence. Heuristic problem-solving search; game-playing and theorem-proving techniques; rule-based systems. Prereq: CIS 315 or instructor's consent.

573 Pattern Recognition (4) Methods of pattern recognition including basic sets of recognition and descriptive techniques. A number of systems employing these methods are studied. Prereq: CIS 571. Not offered every year.

574 Computer Vision (4) Computer extraction and identification of objects in visual scenes. Fundamental techniques, some current topics, and study of contemporary systems. Not offered every year.

575 Natural Language Processing (4) Problems associated with the acquisition, representation, and appropriate utilization of knowledge by programmed systems. Roles of syntax, semantics, and pragmatics in language processing. Not offered every year.

East Asian Languages and Literatures

302 Friendly Hall

Telephone 686-4005

Stephen W. Kohl, Department Head

Faculty

Michael B. Fish, Ph.D., Associate Professor (T'ang and earlier Chinese literature). B.A., 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 languages and literatures.

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 credits are required in courses beyond the second-year level, including Early, Medieval, Late Traditional, and 20th-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 credits 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 credits are required in courses beyond the second-year level, including

Introduction to Japanese Literature (JPN 301, 302, 303), Contemporary Japanese (JPN 411, 412, 413), and Advanced Readings in Modern Japanese Literature (JPN 417, 418, 419). The remaining credits may be earned in any other upper-division Japanese language and literature 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 in Chinese (CHN)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101, 102, 103 First-Year Chinese (5,5,5) Introduction to Mandarin Chinese initial conversation, reading, and writing. Characters and spoken language presented concurrently throughout the year with emphasis on grammatical patterns. Yang.

199 Special Studies (1-3)

201, 202, 203 Second-Year Chinese (5,5,5) The increased use of characters and grammatical patterns; designed to build fluency in reading, writing, and conversation. Jung.

240 Essentials of Chinese Language and Culture (3) Introduction to cultural, artistic, and intellectual developments in Asia where Chinese is spoken. Films, slides, lectures. Jung. Not offered every year.

Upper-Division Courses

301 Early Chinese Literature (3) Survey ranging from early Confucian and Taoist classics, the histories, *I-ching*, and poetry anthologies *Book of Songs* and *Songs of Ch'u* up to Han dynastic poetics. All readings in English. Fish.

302 Medieval Chinese Literature (3) Third- 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 in English. Fish.

303 Late Traditional Chinese Literature (3) 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 in English. Jung. Not offered 1984-85.

304 20th-Century Chinese Literature (3) Aesthetic, social, and political significance of the literature from the May Fourth Movement of 1919 to the present day. Western influences on various literary genres and continuity of the tradition. All readings in English. Jung. Not offered 1984-85.

330, 331, 332 Chinese Composition and Conversation (3,3,3) Systematic review of grammar and development of conversational proficiency. Prereq: two years of Chinese or instructor's consent.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (3) Studies and projects in Chinese literature using sources in Chinese, English, or both. Fish, Jung.

414, 415, 416 (M) Contemporary Chinese (3,3,3)

Study of contemporary Chinese writing styles including selections from journalistic, literary, and documentary sources. Fish.

420, 421, 422 (M) Advanced Readings in Modern Chinese Literature (3,3,3) 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. Prereq: instructor's consent. Jung.

423, 424, 425 (M) T'ang Poetry (3,3,3) Critical analysis and appreciation of works of major poets of the T'ang dynasty, including Li Po, Wang Wei, Tu Fu, Po Chu-yi, and Li Shang-yin. Prereq: instructor's consent. Not offered 1984-85.

436, 437, 438 (M) Literary Chinese (3,3,3) Readings in various styles and genres of classical Chinese literature; stress on major works of different periods. Preparation for research. Fish. Not offered 1984-85.

440 (M) History of the Chinese Language (3) Historical development of the Chinese language in different linguistic aspects: phonological, morphological, syntactic, and orthographic. Prereq: two years of Chinese or instructor's consent. Yang. Not offered 1984-85.

441 (M) Applied Chinese Phonetics (3) Examination of the articulatory basis of Chinese pronunciation and analytical study of the major forms of the Chinese language. Prereq: one year of Chinese or instructor's consent. Yang. Not offered 1984-85.

442 (M) Chinese Morphology and Syntax (3) Description of morphemes and word formation, application of linguistic techniques such as tagmemics and transformation, to the analysis of Mandarin Chinese. Prereq: one year of Chinese. Yang.

443 (M) Semantic Structure of Chinese (3) Introduction and application of modern semantic theories, such as case grammar, to the analysis of the Chinese language. Prereq: one year of Chinese. Yang. Not offered 1984-85.

453 (M) Chinese Bibliography (2) Examination of reference works in Chinese studies, covering Western sinology, major sources in Chinese, and training in research methods. Prereq: two years of Chinese or instructor's consent. Fish.

Courses in Japanese (JPN)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

111, 112, 113 First-Year Japanese (5,5,5) Introduction to Japanese: elementary reading, writing, and conversation. Stress on grammatical patterns and the presentation of characters and the syllabary. McClain.

199 Special Studies (1-3)

204, 205, 206 Second-Year Japanese (5,5,5)

Increased use of characters and grammatical patterns; designed to build fluency in reading, writing, and conversation. Wolfe.

Upper-Division Courses

301, 302, 303 Introduction to Japanese Literature (3,3,3) Historical survey of Japanese literature from the 8th century to the present. Analysis and appreciation of major works, authors, and genres such as *The Tale of Genji*, Haiku, Kawabata, and Mishima. All readings in English. Kohl.

327, 328, 329 Japanese Composition and Conversation (3,3,3) Systematic review of grammar and development of conversational proficiency. Prereq: two years of Japanese or instructor's consent.

Note: Courses designated (M) or (G) may be taken for graduate credit.

405 Reading and Conference (Arr)

407 (G) Seminar (3) 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.

411, 412, 413 (M) Contemporary Japanese (3,3,3) Advanced readings in modern documentary and literary Japanese. Use of standard reference materials. Kohl.

417, 418, 419 (M) Advanced Readings in Modern Japanese Literature (3,3,3) Reading of prose works of representative modern authors including Ogai, Soseki, Akutagawa, Tanizaki, Mishima, and Kawabata. Prereq: instructor's consent. McClain.

426, 427, 428 (M) Literary Japanese (3,3,3) Readings in various styles and genres of Japanese prose literature in premodern periods. Preparation for research. Not offered 1984-85.

433, 434, 435 (M) Japanese Poetry (3,3,3) Critical analysis and appreciation of Japanese poetry through reading of works in different forms and of different periods. Prereq: two years of Japanese or instructor's consent. Not offered every year.

450 (M) Japanese Bibliography (2) Bibliography for Japanese studies: examination of basic reference works in both Western languages and Japanese and training in research methods. Prereq: two years of Japanese or instructor's consent.



Economics

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James N. Tattersall, Department Head

Stephen E. Haynes, Director of

Undergraduate Studies

Joe A. Stone, Director of Graduate Studies

Faculty

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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.

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 1984-85.

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.

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

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., 1984, Yale.

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

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

W. Ed Whitelaw, Ph.D., Professor (urban economics). B.A., 1963, Montana; Ph.D., 1968, Massachusetts Institute of Technology.

Emeriti

Richard M. Davis, Ph.D., Professor Emeritus (economic theory). B.A., 1939, Colgate; M.A., 1941, Ph.D., 1949, Cornell.

Paul L. Kleinsorge, Ph.D., Professor Emeritus (labor economics). A.B., 1927, Stanford; M.B.A., 1929, Harvard; Ph.D., 1939, Stanford.

Paul B. Simpson, Ph.D., Professor Emeritus (mathematical economics). B.A., 1936, Reed; Ph.D., 1949, Cornell.

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

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, developmental, 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 professional careers in business, law, and government; secondary school teaching; and 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 credits 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 credits 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 credits
Economics of Current Social Issues (EC 101) . . .	3
Introduction to Economic Analysis (EC 201, 202) .	6

Junior Year	18 credits
Intermediate Economic Analysis (EC 375, 376, 377)	9
3 additional 300-level courses	9

Senior Year	27 credits
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 credits
Economics of Current Social Issues (EC 101) . . .	3
Introduction to Economic Analysis (EC 201, 202) .	6

Junior Year	18 credits
Advanced Economic Theory (EC 475, 476, 477) . .	9
3 300-level field-specialization courses	9

Senior Year	27 credits
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.

Minor Requirements

A minor in economics requires:	24 credits
Introduction to Economics (EC 201, 202)	6
Intermediate Economic Analysis (EC 375, 376)	6
Four additional upper-division 3-credit courses in economics (excluding EC 409, Practicum)	12

All courses applied toward the economics minor must be completed with a grade of C- or Pass or better.

No student who has previously received credit for a 400-level course will receive credit toward the economics minor for a corresponding 300-level course. For example, if a student has previously received credit for one of the 400-level courses in International Economics (EC 440, 441, 442), the student cannot use Introduction to International Economics (EC 340) to satisfy part of the minor course requirements.

Graduation with Honors

Qualified students may apply for graduation with honors in economics. Two requirements must be met: (1) completion of upper-division economics courses with at least a 3.50 grade point average; and (2) completion of a research paper, written under the guidance of a faculty member, for 3 credits in Research (EC 401). Students who have satisfied these requirements should notify the director of undergraduate studies during the term in which they want to graduate.

Secondary School Teaching

The Department of Economics offers work for preparation to teach social studies in Oregon public secondary schools. Certification as a secondary teacher with the social studies endorsement requires satisfactory completion of a program of teacher preparation 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 both basic and standard certification. For specific information regarding departmental 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 on the Graduate Record Examination (GRE) General and Economics Tests; (2) three letters of recommendation; (3) complete transcripts of previous work. Applicants whose native language is not English must also submit their scores on the Test of English as a Foreign Language (TOEFL).

Master's Degree

The Department of Economics offers a master's degree program for students planning to teach in two-year colleges or seeking research careers. The program requires a minimum of 45 graduate credits, and students must meet the other University and Graduate School requirements for the 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 macro-economic theory equivalent to that contained in EC 475, 476, 477; completion of an acceptable research paper or, alternatively, a thesis approved by at least two 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 credits 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.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is available through the Interdisciplinary Studies: Individualized Program in the Graduate School. Graduate courses in geography; planning, public policy and management; biology; and economics (among others) comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene, Oregon 97403. See also the Environmental Studies and Graduate School sections of this catalog.

Doctor of Philosophy Degree

Every graduate student seeking the Ph.D. degree must satisfactorily complete a first-year core program including required work in micro- and macroeconomic theory seminars (EC 507) and Econometrics (EC 493, 494, 495). Students must pass an examination on this core program before continuing with the second year of the Ph.D. program.

After passing the core examination, a student must take 9 credits of graduate work in each of two fields of specialization, each supervised by a faculty committee. A research paper must also be completed on a topic in each field and be approved by the relevant committee. When the student has completed these field requirements, satisfied the University foreign language requirement, and submitted an acceptable dissertation proposal, he or she is advanced to candidacy for the Ph.D. degree. In the final stage of the program, the student is guided by his or her dissertation committee. The Department of Economics requires that the dissertation

be completed within three calendar years of advancement to candidacy.

The doctorate usually takes from nine to twelve terms, including completion of an accepted dissertation.

Students in the Ph.D. program may, on application, be awarded a master's degree upon completion of 45 graduate credits, passage of the core examination, and approval of the two required research papers.

More detailed information is given in the department's pamphlet, *The Ph.D. Program in Economics*.

Courses in Economics (EC)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 Economics of Current Social Issues (3)

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.

199 Special Studies (1-3) Optional tutorial sections which may be taken in conjunction with EC 201, 202, and 375. P/N only.

201 Introduction to Economic Analysis: Microeconomics (3) First term of introductory sequence in principles of economics. A prerequisite for many upper-division economics courses. Must be taken in sequence. MTH 101 recommended.

202 Introduction to Economic Analysis: Macroeconomics (3) Second term of introductory sequence in principles of economics. A prerequisite for many upper-division economics courses. Must be taken in sequence.

203 Introductory Economic Analysis (3) Third term of introductory sequence in principles of economics. Policy applications. Must be taken in sequence.

204, 205 Microeconomics and Macroeconomics (Honors) (3,3) 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.

Upper-Division Courses

311 Money and Banking (3) Operations of commercial banks, the Federal Reserve System, and the Treasury that affect the U.S. monetary system. Not open to students with credit in FINL 314. Prereq: EC 201, 202. Siegel.

315 Urban Economic Problems (3) Application of basic economic analysis to the understanding of 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. Prereq: EC 201. Whitelaw.

329 Introduction to Public Economics (3) Principles and problems of government financing. Expenditures, revenues, debt, and financial administration. Production by government versus production by the private sector. Tax measures to control externalities. Prereq: EC 201, 202. Eberts.

332 Issues in Resource Economics (3) Application of basic economic analysis to the understanding of 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. Prereq: EC 201. Toevs. Not offered every year.

333 Issues in Environmental Economics (3)

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. Prereq: EC 201. Campbell, Toevs.

335 Human Capital: Problems and Issues (3)

Application of basic economic analysis to the understanding of 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. Prereq: EC 201. Anthony, Campbell.

340 Introduction to International Economics (3)

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. Prereq: EC 201, 202. Goldstein, Haynes.

344 Labor Market Issues (3)

Economic analysis of 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. Prereq: EC 201, 202. Hersch, Stone.

350 The Market System and Its Critics (3) The market system, or capitalism, as described by its proponents, by reformist critics, and by radical critics. Reading selected to represent each point of view. Prereq: EC 201. Davis. Not offered every year.

357 Problems and Issues in the Developing Economies (3)

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. Prereq: EC 201. Anthony, Mikesell.

360 Private Industry and Public Policy (3) 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. Prereq: EC 201, 202. Smith. Not offered every year.

370 The Evolution of Economic Ideas (3) The development of economic thought from the ancient world to the 20th century. Major schools of economic thought, transitions between schools, and their relationship to other social ideas of their times. Prereq: EC 201. Campbell.

375, 376, 377 Intermediate Economic Analysis (3,3,3) 375: Income and employment theory; 376: theory of the consumer, theory of the firm, determination of prices in various kinds of markets; 377: general equilibrium, welfare economics, collective choice, and rules for evaluating economic policy. Prereq: EC 202 for 375; EC 201 for 376; EC 376 for 377. College algebra required for EC 375 or 376, and one or more terms of calculus recommended.

390 The Rise of the Western Economies (3) Survey of the economic history of the major industrial economies. Alternative explanations of the "rise of the West." Prereq: EC 201. Naughton, Tattersall.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) 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 on interests and needs of students and on availability of faculty.

409 Supervised Tutoring Practicum (1-3) Credit may be given for participation in the department's peer advising program. P/N only.

410 (G) Experimental Course (Arr) Recent topics include Economy of China, Economics of the Wine Industry, Energy in the Pacific Northwest, Austrian Economics.

411 (G) Monetary Policy (3) Federal Reserve System strategies and methods of monetary and credit control. Effects of federal policies on prices, output, and employment. Prereq: EC 201, 202. Siegel.

412 (G) Monetarist Economics: Theories and Evidence (3) Monetarist theories of income, employment, and the price level. Critiques of Keynesian and classical analysis. Prereq: EC 375, 376 or EC 475, 476. Siegel.

414 (G) Regional Economics (3) Location theory; interregional multiplier theory; regional growth; techniques of regional analysis: regional income accounting, economic base studies, input-output analysis, linear programming; regional and inter-regional models. Prereq: EC 201 and MTH 101, 102 or equivalents. Eberts.

415 (G) Urban Economics I (3) Location theory; urbanization and metropolitan growth; intra-urban rent, location, and land use; size distribution of urban areas; welfare economics, political economy, and urban problems. Prereq: EC 201 and MTH 101, 102 or equivalents. EC 376, 377 recommended. Whitelaw.

416 (G) Urban Economics II (3) Problems of race and poverty in the city; urban education systems, de facto 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. Prereq: EC 201 and MTH 101, 102 or equivalents; EC 376, 377 recommended. Whitelaw. Not offered every year.

418 (M) Economy of the Pacific Northwest (3) 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. Prereq: EC 201 or 202. Tattersall.

420, 421, 422 (G) Introduction to Econometrics (3,3,3) Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Must be taken as a three-term sequence. Prereq: college algebra. Grove, Hersch.

429 (G) Theory of Public Economy (3) 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. Prereq: EC 201, 202. Koplin, Tattersall.

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

431 (G) Economics of Public Regulation (3) 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. Prereq: EC 201, 202. Eberts, Koplin.

432 (G) Resource Economics (3) 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. Prereq: EC 376, 377. Khang, Toevs. Not offered every year.

433 (G) Environmental Economics (3) 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. Prereq: EC 376, 377. Toevs, Whitelaw. Not offered every year.

435 (G) Human Capital Theory (3) 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. Prereq: EC 376, 377. Anthony, Grove. Not offered every year.

439 (G) Health Economics (3) 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. Prereq: EC 201, 202. Anthony.

440, 441, 442 (G) International Economics (3,3,3) 440: the foreign exchange market; interaction between spot and forward markets; speculation and interest arbitrage; balance-of-payments accounting and alternative measures of payments deficits and surpluses; 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. Prereq to EC 440 and 441: EC 201, 202; EC 375, 376 recommended. Prereq to EC 442: EC 340 or 440. Haynes, Mikesell, Stone.

444 (G) Labor Economics (3) 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. Prereq: EC 201; EC 376 is recommended. Stone.

445 (G) Issues in Labor Economics (3) 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. Prereq: EC 201, 202. Hersch, Stone.

446 (G) Collective Bargaining and Public Policy (3) Current status of trade unions, history of the labor movement, industrial relations legislation, economics of collective bargaining, labor and global corporations, labor movement strategies, unions and minorities, scope of collective bargaining, and union democracy. Prereq: EC 201. Stone.

450 (G) Marxian Economics (3) Readings in Marx are accompanied by modern writings which describe the Marxian system in the language of contemporary economics. Prereq: EC 201, 202; EC 375, 376 are recommended. Davis.

451 (G) Comparative Economic Systems (3) Comparative study of alternative forms of economic organization. Market-directed versus planned economies; centralized versus decentralized planning. Case studies of individual economies. Prereq: EC 201, 202. Davis, Naughton.

HST 455, 456 (G) Economic History of Modern Europe (3,3) See description under History.

457, 458, 459 (G) Economic Development (3,3,3) Experience of developed countries and theories of development. Policy ingredients of development programs: role of agriculture; sources of finance; techniques and strategy of investment planning. Prereq: EC 201, 202. Anthony, Mikesell.

460 (G) The Economics of Industrial Organization (3) 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.

461 (G) Industrial Organization and Public Policy (3) Major policy instruments that have been developed to cope with social problems created by market power. The two principal instruments are antitrust and income policies. Smith.

462 (G) The Multinational Corporation (3) Analysis of market power in international trade covering cartels, licensing arrangements, multinational corporations, and relevant national and international policy considerations. Smith.

470 (G) Issues in Modern Economic Thought (3) 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. Prereq: EC 201, 202. Campbell.

474 (M) The Economic Framework of Business Enterprise (3) A comprehensive review of micro- and macroeconomic analysis designed to relate the operation of the business firm to its broader economic environment. Prereq: enrollment in the M.B.A. program of the Graduate School of Management or instructor's consent. Campbell.

475, 476, 477 (G) Advanced Economic Theory (3,3,3) Principles of price and distribution theory, income and employment analysis. Prereq: EC 201, 202 and elementary calculus; instructor's consent required for undergraduates. Ellis, Hersch, Khang, Koplin.

480 (G) Topics in Mathematical Economics (3) 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. Prereq: EC 201, 202 and elementary calculus. Grove, Khang. Not offered every year.

HST 487, 488, 489 (G) American Economic History (3,3,3) See description under History.

490 (G) Problems and Issues in Economic History (3) 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. Prereq: EC 201, 202. Naughton, Tattersall. Not offered every year.

493, 494, 495 (G) Econometrics (3,3,3) Regression problems in autocorrelations, heteroskedasticity, multicollinearity, and lagged dependent variables; special single-equation estimating techniques; the identification problem in a simultaneous equation setting; development of simultaneous equation estimating procedures; the properties of these estimators; applications of these procedures to the problem of obtaining estimates of structural parameters in economic models containing many equations. Prereq: statistics and instructor's consent. Haynes, Toevs.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading (Arr)

507 Seminar (Arr) Recent topics include Microeconomic Theory, Macroeconomic Theory, Applied Econometrics, Economic History, History of Economic Thought, Comparative Economic Systems, Industrial Organization and Control, International Finance, International Trade, Labor Economics, Mathematical Economics, Money and Credit, Operations Research, Public Finance, Resource Economics, Economics of Uncertainty, and Journal Seminar.

508 Workshop (Arr) P/N only.

509 Practicum (1-3) Graduate teaching fellows may receive 3 credits per term; available to other graduate students only with department head's permission. P/N only.

514, 515, 516 Urban and Regional Economic Analysis (3,3,3) Theories of metropolitan, regional, and interregional relations; intra- and interurban rent, location, and land use; patterns of natural resource use; and techniques of analysis. Analysis of the applied welfare economics and political economy of

cities and regions: race and poverty, housing, education, state and local public finance, transportation, environmental quality, and crime. Whitelaw. Not offered every year.

524, 525, 526 Economic Growth and Development (3,3,3) Economic, cultural, and political factors in economic development with special emphasis on low-income countries. Theory of economic development; case studies in economic growth; measures for accelerating development of poor countries; special problems of underdeveloped countries. Prereq: EC 201, 202; 12 credits in upper-division social science. Anthony, Mikesell, Naughton.



English

118 Prince Lucien Campbell Hall
Telephone 686-3911
Thelma Greenfield, Department Head

Faculty

- Roland Bartel, Ph.D., Professor (English education, romanticism). B.A., 1947, Bethel; Ph.D., 1951, Indiana.
- 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 (women writers, criticism, Renaissance). 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.
- 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 literature, 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.
- Gloria E. Johnson, Ph.D., Associate Professor (English drama); Head Adviser. B.A., 1944, Barnard; M.A., 1946, Ph.D., 1954, Columbia.
- Glen A. Love, Ph.D., Professor (American literature, rhetoric). B.A., 1954, M.A., 1959, Ph.D., 1964, Washington.
- Richard M. Lyons, M.F.A., Professor (fiction writing). 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.
- 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.
- Ruth Salvaggio, Ph.D., Visiting Assistant Professor (18th-century). B.A., 1973, New Orleans; M.A., 1975, Oklahoma State; Ph.D., 1979, Rice.
- Steven Shankman, Ph.D., Assistant Professor (18th-century). B.A., 1969, Texas, Austin; B.A., 1971, M.A., 1976, Cambridge; Ph.D., 1977, Stanford. On leave 1984-85.
- Sharon R. Sherman, Ph.D., Associate Professor (folklore). Ph.B., 1965, Wayne State; M.A., 1971, California, Los Angeles; Ph.D., 1978, Indiana. On leave fall 1984, winter 1985.
- 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); Director, English Honors. B.A., 1965, Amherst; A.M., 1966, Ph.D., 1970, California, Berkeley.

Richard C. Stevenson, Ph.D., Associate Professor (English novel, Victorian literature); Director, Honors College. A.B., 1961, A.M., 1963, Ph.D., 1969, Harvard. On leave spring 1985.

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.

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

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

Emeriti

Lucile F. Aly, Ph.D., Professor Emerita (rhetoric, teacher education). B.S., 1936, Missouri; M.A., 1942, Columbia; Ph.D., 1959, Missouri.

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

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.

Ruth F. Jackson, M.A., Senior Instructor Emerita. B.A., 1929, M.A., 1933, Oregon.

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.

Stanley R. Maveety, Ph.D., Professor Emeritus (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.

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.

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. Three history courses.
3. Three literature courses chosen from ENG 104, 105, 106, 107, 108, 109, 204, 205, 206, 253, 254, 255.
4. Three Shakespeare courses—ENG 201, 202, 203.
5. The courses above must be passed with a grade of C- or P or better.
6. 36 credits in upper-division courses with a grade of C- or better. This requirement may be met in one of two ways: (a) 3 credits in the Middle Ages, 9 further credits in literature before 1800, 9 in literature since 1800 (these 21 credits need not be taken in period courses), plus 15 additional credits; 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 credits. Students choosing option (b) must have the written approval of their adviser and of the department curriculum committee no later than the second term of their junior year.

Minor Requirements

The minor in English requires 24 credits in college-level courses in English and writing (excluding credit for the College-Level Examination Program and courses taken to fulfill the University composition requirement), 15 of which must be upper division. ENG 200, 400, 401, 403, 408 (but not WR 408), 409 may not be used to satisfy requirements for the minor.

The 24 credits must include a three-term University-recognized English cluster and at least one more literature course for a minimum of 12 credits in literature.

Lower-division courses must be passed with grades of C- or P or better, upper-division courses with a C- or better.

Secondary School Teaching

The Department of English offers work for preparation to teach language arts in the public secondary schools. Certification as an Oregon secondary teacher with the language arts endorsement requires satisfactory completion of a program of teacher preparation 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 **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 credits 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 Test and the Literature in English Test. (The quantitative part of the General Test is optional.)
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) examination.
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 \$25.00 fee and the remaining copies to the graduate secretary, English department.
3. Arrange to have two official copies of graduate and undergraduate transcripts sent, one to the University Office of Admissions, 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 Requirements

The department offers both a 58-credit degree program for candidates who do not plan to go beyond the M.A. and a structured M.A. program for those who contemplate proceeding to a doctoral degree.

For completion of the degree, both programs require a reading knowledge of a foreign language (a Graduate Student Foreign Language Test, or GSFLT, score of 25th percentile or its equivalent). The language is normally French, German, Russian, Spanish, Italian, Latin, or Greek, although in special circumstances another language may be allowed.

Structured Program. Students must take the following:

1. Introduction to Literary Research (ENG 540) or a course in criticism.
2. One of the following: Introduction to Middle English (ENG 426), English Grammar (ENG 490), Old English (ENG 511), Topics in the History and Structure of English (ENG 520). Equivalency may be granted for graduate or undergraduate work elsewhere, provided it was taken within seven years of entering the University.
3. Fourteen additional formal 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 fourteen, 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 sixteen courses is required.

55-Credit Program. Although no "areas" need to be satisfied in this program, students must take the following:

1. One of the following: Introduction to Middle English (ENG 426), English Grammar (ENG 490), 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 credits in formal graduate courses or seminars. At least 40 credits must be taken in residence at Eugene, and at least 10 credits must be in 500-level courses or seminars. Normally, all 55 credits must be in graduate courses offered by the Department of English, but the 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 credits of creative writing for courses in literature and in requiring a thesis (a work of imaginative writing) in place of 5 credits 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 \$25.00 fee and the remaining copies to the director.
3. Arrange to have two official 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 credits of graduate work, including at least 18 credits in English and American literature or literature in translation, at least 18 credits in writing, and 18 credits in thesis, the result of which must be a work of literary merit. The remaining credits may be taken in related fine arts fields, such as the history and criticism of art, music, and drama, or in additional literary studies, aesthetics, or other fields relevant to the candidate's needs as a writer. The candidate must also pass a written examination on a reading list of works of fiction, poetry, or drama.

Doctor of Arts and Doctor of Philosophy Degrees

Admission Requirements

1. Ordinarily, a Master of Arts (M.A.) in English, with a 3.33 graduate grade point average (GPA).
2. A combined Graduate Record Examination (GRE) score of 1250 on the Verbal section of the General Test and the Literature in English Test. (The quantitative part of the General Test is optional.)
3. For nonnative speakers: a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) examination.
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 credits 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. (or during the first year of doctoral study). A candidate who has had equivalent graduate work at the University or elsewhere may consult the director of graduate studies, English department, about using that work to satisfy this requirement.
2. One of the following: Introduction to Middle English (ENG 426), English Grammar (ENG 490), Old English (ENG 511), Topics in the History and Structure of English (ENG 520). 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. A 3.25 GPA in the eight courses is required.
4. Two four-hour written examinations. After consultation with an adviser and approval by the graduate committee, the student will adopt from the following list two fields to be covered by these examinations:

- I. Old English language and literature
- II. Middle English language and literature
- III. Renaissance dramatic literature to 1660
- IV. Renaissance nondramatic literature to 1600
- V. English literature 1660-1780
- VI. English literature 1780-1830
- VII. English literature 1830-1900
- VIII. British literature 1900 to the present
- IX. American literature to 1900
- X. American literature 1900 to the present
- XI. English linguistics
- XII. Rhetoric
- XIII. Special studies

Note: Only one of the two fields chosen may be in Field XIII.

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 426), 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 (D.A.) examination, either as an end in itself or as a step toward the Ph.D. Specifics of the examination are described in the departmental 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 credits 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 credits of composition or be cleared according to established waiver and exemption policies. The requirement is WR 121 and either WR 122 or 123, or their approved equivalents, excluding courses numbered 199 and 400-410.

Exemptions from the first term of writing will be given to students who score 650 and above on the Verbal section of the College Entrance Examination 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 transfer credits 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, 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 in the Office of International Services. Depending on TSWE scores or placement test results, students may be required to satisfy additional prerequisites for placement in WR 121. These may include WR 40, 49, 91, 92, 93, or other courses determined by 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 in English (ENG)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Not every course listed here can be offered every year; students are advised to consult the most recent *Time Schedule of Classes*.

Lower-Division Courses

104, 105, 106 Introduction to Literature (3,3,3) Works representing the principal literary types. 104: fiction; 105: drama; 106: poetry.

107, 108, 109 World Literature (3,3,3) Literary and cultural foundations of the Western world; analysis of selected masterpieces of literature read in chronological order from ancient to modern.

151 Introduction to Black Literature (3) 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.

199 Special Studies (1-3)

200 SEARCH (1-3)

201, 202, 203 Shakespeare (3,3,3) The major plays in chronological order. Required of majors. Boren, T. Greenfield, Grudin, Johnson, Maveety, Rockett, Strange, Wickes.

204, 205, 206 Survey of English Literature (3,3,3) The principal works of English literature selected to represent great writers, literary forms, and significant currents of thought. 204: Anglo-Saxon beginnings to the Renaissance; 205: 17th and 18th centuries; 206: 19th and 20th centuries. Bartel.

240 Introduction to Native American Literature (3) The nature and function of oral literature; the traditional literature as a background for a study of contemporary Native American writing. Toelken.

244 American Detective Fiction (3) The literary and cultural significance of selected works by such writers as Dashiell Hammett, Raymond Chandler, and Ross Macdonald in their historical contexts. Boren.

250 Introduction to Folklore and Myth (3) The process and genres of traditional (i.e., folk) patterning; the relations between these forms of expression and other arts, especially English and American literature. Sherman, Toelken.

253, 254, 255 Survey of American Literature (3,3,3) American literature from its beginnings to the present. Ball, Handy, Mossberg, Newberry.

260 Introduction to Women Writers (3) Women writers, their literary styles and perspectives, and their status in Western society. Farwell.

Upper-Division Courses

300 Introduction to Literary Criticism (3) 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.

301 Tragedy (3) The nature of tragedy and of tragic expression in various literary forms. Mossberg, Rockett.

302 Romance (3) 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.

303 Epic (3) Epic and heroic literary masterpieces; the nature of the genre. Strange.

304 Comedy (3) 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.

305 Satire (3) 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.

310 Black Prose (3) Forms, themes, and styles in the fictional and nonfictional prose of Africa, the West Indies, and Afro-America. Novels, short stories, essays, autobiographies, and other narratives. Coleman.

311 Black Poetry (3) The study of African, West Indian, and Afro-American poetry, written and performed. Coleman.

312 Black Drama (3) Major achievements in African, West Indian, and Afro-American drama. Coleman.

321, 322, 323 English Novel (3,3,3) 321: rise of the novel from Defoe to Austen; 322: Scott to Hardy; 323: Conrad to the present. Stevenson.

324 American Satire (3) Satire in American literature; its nature, development, and significant contributions to the interpretation of American life. Love.

325 Literature of the Northwest (3) Survey of significant Pacific Northwest literature as set against the principles of literary regionalism. Love.

326 Western American Literature (3) Major literary works of the American West from frontier times to the present. Love.

390 Introduction to English Linguistics (3) The structure of English including its phonetics, phonology, orthography, morphology, syntax, and semantics; historical change and geographical-social variation in English; the semantics of English; and English stylistics.

391, 392, 393 American Novel (3,3,3) Development of the American novel from its beginnings to the present. Griffith, Love, Mossberg, Newberry.

394, 395, 396 20th-Century Literature (3,3,3) British, American, and some European literature from 1890 to the present; significant works of poetry, drama, and fiction in relation to intellectual and historical developments. Hynes, Stein, Weatherhead.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) The following list of topics is representative; only a selection of seminars is offered each year: 17th-Century Poetry; American Popular Literature; Topics in Folklore and Mythology; Myth and Literature; Ethnic Folklore, American Indian Oral Literature; Black Folklore; Criticism; Experimental Fiction; Theory of Literary History; Lyric; Bob Dylan and Others; Studies in the Novel: The Novel of Youth and Initiation, The Historical Novel, The 19th-Century Novel of Adultery; Children's Literature; Art and Literature; Biography and Autobiography; Prose Styles; History of Rhetoric and Composition.

408 (M) Workshop (Arr)

409 (G) Supervised Tutoring Practicum (1-3R)

410 (G) Experimental Course (Arr) Seminar topics listed under 407(G) may also be offered under this number as courses.

411, 412, 413 (G) English Drama (3,3,3) Development of English drama from medieval to modern times with emphasis on the growth of genres and connections with cultural history. 411: Middle Ages through Jacobean period; 412: Restoration, 18th and 19th centuries, from Dryden to Shaw. Johnson.

414, 415, 416 (G) History of Literary Criticism (3,3,3) Studies in the theory and practice of literary criticism from Plato and Aristotle to the present. Farwell, Filloy, Handy, Rockett, Sherwood.

417 (G) Studies in Mythology (3) Survey of the mythology of one or more cultures with special attention to comparative relationships, world views, theoretical schools of interpretation, and the use of myth in literature. Sherman, Toelken.

418 (G) Folklore and Mythology of the British Isles (3) 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.

419 (G) American Folklore (3) American folklore; its connections in American history and culture; its role in the development of the writings of selected American authors (e.g., Hawthorne, Melville). Sherman, Toelken.

420, 421, 422 (G) Modern Drama (3,3,3) 420: growth of the modern theater in Europe through 1919, naturalism, symbolism, expressionism; 421: European and American drama 1920-1949, the experimental theater and its effects on realism; 422: international developments in drama from 1950 to the present. Ball.

424 (M) Old English Literature in Translation (3) Introduction to the historical and cultural milieu of Anglo-Saxon England (ca. 500-1100); reading in translation of selected prose and poems, including the entire *Beowulf* and the so-called "Elegies"; overview of Old English (Anglo-Saxon) language and poetics to enable students to respond effectively to the aesthetic qualities of the poetry. S. Greenfield.

426 (G) Introduction to Middle English (3) The language of England from ca. 1100 to 1500 through the study of literary selections. Study of grammar and development of reading skills in the various dialects of Middle English. Boren.

427 (G) Middle English Literature (3) Literary selections in translation from the Middle English period (ca. 1100-1500), exclusive of Chaucer. Focus on the works in their cultural and historical contexts. Prereq: ENG 426 for graduate credit. Whenever possible, graduate students will be asked to read selections in the original language. Boren. Not offered every year.

428 (M) Chaucer (3) Close textual study of selected tales in Middle English and instruction in the grammar and pronunciation of Chaucer's language. Boren, S. Greenfield, Malarkey.

429 (G) *Troilus and Criseyde* (3) Close textual study of Chaucer's poem in Middle English with consideration of *The Book of the Duchess* and *The Parlement of Foules*. Instruction in the grammar and pronunciation of Chaucer's English. Boren, S. Greenfield, Malarkey.

430, 431, 432 (G) Literature of the Renaissance (3,3,3) 430: Renaissance thought; 431: Renaissance epic and prose narrative; 432: English lyric from Wyatt to Herrick. T. Greenfield, Grudin, Maveety. Not offered every year.

434 (G) Spenser (3) T. Greenfield.

436 (G) Advanced Shakespeare (3) Detailed study of selected plays. When offered in spring term or summer session, the course may concentrate on the plays to be presented in Ashland that summer. Johnson.

437, 438 (G) The Literature of the English Bible (3,3) Literary qualities of the English Bible with some reference to its influence on English and American literature. Maveety.

440, 441, 442 (G) 17th-Century Literature (3,3,3) Poetry and prose from Jonson through the Restoration in relation to the trends of thought and feeling which characterize the century. Maveety, Rockett.

444 (G) Milton's Minor Poems and Prose (3) The *Poems* of 1645 and the major prose works on liberty, education, and politics. Farwell.

445 (G) Milton's Major Poems (3) *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Farwell, Maveety.

450, 451, 452 (G) 18th-Century Literature (3,3,3) 450: Restoration; 451: primarily Swift and Pope; 452: primarily Johnson and his circle. Sherwood, Taylor.

460, 461, 462 (G) English Romantic Writers (3,3,3) Romantic thought and expression. 460: Blake, Burns, and other writers of the age of gothic and sensibility; 461: Wordsworth, Coleridge, Hazlitt, and other writers of the age of revolution; 462: Byron, Shelley, Keats, and other writers of the second generation. Strange, Teich.

470, 471 (G) Victorian Poetry and Prose (3,3) Major literary works of the Victorian period in their cultural contexts with emphasis on significant patterns of social, ethical, and aesthetic thought. Readings in poetry, essays, and some fiction with reference to Victorian painting and architecture. 470: 1830s to mid-1850s; 471: late 1850s through 1890s. Stein.

473, 474 (G) 19th-Century English Fiction (3,3) Introduction to 19th-century English fiction in critical and social perspective. Stevenson.

477, 478, 479 (G) American Literature before 1900 (3,3,3) Early American literature; romanticism; realism and naturalism. Not a sequence course. Griffith, Love, Newberry.

480 (G) Major British Writers (3R) Detailed study of two or three British authors not substantially treated in other courses. Taylor, Weatherhead, Wickes.

481, 482, 483 (G) Major American Writers (3,3,3R) Detailed study of two or three major authors each term. Gage, Griffith, Handy, Love, Weatherhead, Wickes.

487 (G) Yeats and Joyce (3) The principal works of Yeats and Joyce, considered against the background of the Irish Renaissance. Sherwood. Not offered every year.

488 (M) Literary Analysis for Teachers (3) For prospective teachers of English in junior and senior high school. Training in analyzing and teaching fiction, drama, poetry. Bartel.

489 (G) Teaching Writing (3) Methods of teaching composition to secondary and postsecondary students. Diagnosing writing problems, making assignments, evaluating compositions, and motivating students. Gage, Love.

490 (G) English Grammar (3) Comprehensive survey of grammatical, syntactic, and morphological structures of English in terms of semantic and functional criteria.

491 (G) History of the English Language (3) Origins and development of English from medieval to modern times. 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. Prereq: LING 290.

494 (G) Existentialism and Modern Literature (3) 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.

496, 497 (G) Contemporary American Literature (3,3) Critical study of post-World War II American writing in the context of contemporary aesthetic and cultural developments. Haislip, Handy, Wickes.

498 (G) Studies in Women and Literature (3R) Topics vary from year to year. The following list is representative: Women Poets, Women's Journals, Women Writers before 1800, Feminist Criticism, American Women Writers, Communities of Women in Literature. Farwell, Mossberg.

Graduate Courses

Note: Instructor's consent is required for all 500-level courses.

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) Required for English graduate students who do not have teaching experience and who intend to apply for teaching fellowships. P/N only. Gage.

503 Thesis (Arr) P/N only.

505 Reading (Arr)

507 Seminar (Arr) Only some of the following topics are offered in any given academic year: Old English Literature and Criticism; Arthurian Tradition in Medieval Literature; Shakespeare Studies; Renaissance Drama; Renaissance Nondramatic Literature; Metaphysical Poets; 18th-Century British Fiction or Poetry; Topics in Romantic Poetry; Blake's Prophecies; Romantic Criticism; 19th-Century British Fiction; Topics in American Literature; Modern Criticism; Topics in Folklore and Mythology; Ballad and Folksong, Folklore Field Work; Henry James; James Joyce; Modern Novel; Recent American Poetry; Prose Style.

508 Workshop (Arr) Required for English graduate students who do not have teaching experience and who intend to apply for teaching fellowships. P/N only. Gage.

510 Experimental Course (Arr)

511, 512, 513 Old English (4-5,4-5,4-5) Linguistic and literary study; selected readings in prose and poetry, including the entire *Beowulf*. S. Greenfield.

514, 515, 516 Old Icelandic (4-5,4-5,4-5) Linguistic and literary study: East and West Norse; readings in historical sources, the sagas, the *Eddas*, the skaldic poetry. Of particular interest to students of Old English and Germanic antiquity.

519 The Pearl Poet (4-5) Detailed study of the works attributed to the *Pearl* poet with concentration on *Pearl* and *Sir Gawain and the Green Knight*. Prereq: ENG 426 or reading knowledge of Middle English. Boren, Malarkey.

520 Topics in the History and Structure of English (5) Advanced English linguistics. Topics vary according to student and faculty interest.

524 Chaucer's Canterbury Tales (4-5) The complete *Canterbury Tales* with instruction in the grammar and pronunciation of Chaucer's language. Prereq: ENG 426 or 428 or the equivalent. Boren, S. Greenfield, Malarkey.

530, 531, 532 Shakespeare (4-5,4-5,4-5) 530: representative comedies of Shakespeare's early, middle, and late periods; 531: historical plays; 532: tragedies. T. Greenfield, Grudin, Johnson.

535, 536, 537 Tudor and Stuart Drama (4-5,4-5,4-5) 532: beginnings through Marlowe; 536: Dekker through Jonson; 537: Webster through Ford. Shakespeare not included. T. Greenfield.

540 Introduction to Literary Research (3) Bibliographical tools and methods of research. Practical training in research projects. Recommended for M.A. candidates with research interests; required of Ph.D. candidates. Boren, Newberry, Rockett.

588 Modern British Poetry (4-5) British poetry from Hardy to the present. Weatherhead.

589 Modern American Poetry (4-5) American poetry from the imagists to the present. Weatherhead.

590, 591, 592 Modern Fiction (4-5,4-5,4-5) Major tendencies of the fiction of the past hundred years. 590: the rise and development of realism; 591: naturalism; 592: postnaturalism. Griffith, Wickes.

593, 594 Contemporary British Fiction (4-5,4-5) A chronological study of developments in British fiction since the late 1930s with emphasis on particular works by important writers. Hynes.

Courses in Writing (WR)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Remedial Courses

Note: WR 40, 49, 91, 92, and 93 are self-support courses, offered through the Continuation Center, 333 Oregon Hall. A separate fee is assessed for all students enrolling in these courses. This fee must be paid in addition to regular tuition.

40 Developmental Composition I (3) Basic writing course that focuses on sentence construction, grammar, mechanics, and punctuation. Depending on performance, students who pass are advised by their instructors to advance to WR 49 or 121 the following term. 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 the Continuing Education office.

49 Developmental Composition II (3) Concentrates on sentences and paragraphs, with emphasis on organization, structure, punctuation, and usage. Not primarily a course in grammar, but students deal with grammatical problems as they arise within the context of their writing. 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 the Continuing Education office.

91, 92, 93 English as a Second Language (3,3,3) Written and spoken English for students whose native language is not English. Emphasis is on written English in order to prepare students for regular writing courses; practice in pronunciation, vocabulary building, and reading. WR 91, 92, 93 carry credit for enrollment (eligibility) but no credit toward graduation. Student placement is recommended on the basis of

departmental examinations. WR 91, 92, 93 available through the Continuing Education office.

Lower-Division Courses

121 English Composition (3) Fundamentals of academic expository prose. Frequent written themes; practice in various rhetorical modes with special attention to the relation between thesis and structure in written discourse. Prereq: Test of Standard Written English (TSWE) score of 38, WR 49, or equivalent.

122 English Composition (3) Advanced expository prose; frequent written themes; special attention to argument and the attendant concerns of audience and style. Prereq: WR 121 or equivalent.

123 English Composition (3) Research paper. The techniques for researching and writing academic papers. Practice in writing a long paper based on the use of library resources. Prereq: WR 121 or equivalent.

185 Practical Grammar (3) Focuses on the sentence and its components: parts of speech, phrases, clauses, verbals, and sentence patterns and classifications. In addition to the forms words take, the course examines the functions words, phrases, and clauses may have in a sentence. Includes such concepts as syntax, person, number, gender, case, tense, voice, mood, agreement, diction, and punctuation.

199 Special Studies (1-3)

216 Expository Writing (3) Practice in various forms of expository writing. Frequent written themes. Prereq: grade of A in WR 121, completion of writing requirement, or equivalent. Filloy, Malarkey, Sherwood.

241, 242, 243 Introduction to Imaginative Writing (3,3,3) For students interested in the techniques of writing fiction, drama, and poetry, and in the development of a critical appreciation of the art of writing. 241: fiction; 242: drama; 243: poetry.

Upper-Division Courses

320 Scientific and Technical Writing (3) Emphasis on form and style of scientific, professional, and technical writing; weekly writing assignments include reports, proposals, instructions, and correspondence. Use of graphics and documentation in publication. Prereq: completion of writing requirement and upper-division standing.

321 Business Communications (3) Practice in writing and analyzing internal and external messages common to business, industry, and professions. Suggested for business and management students. Prereq: completion of writing requirement and upper-division standing.

324, 325, 326 Short Story Writing (3,3,3) Examination of the basic techniques and structure of the short story; extensive analyses of student work and established models. Prereq: instructor's consent. Lyons, Salisbury, Taylor.

331, 332, 333 Play Writing (3,3,3) Creative experiment in the writing of plays with incidental study of models. Analysis and discussion of student work. Prereq: instructor's consent. Mossberg.

341, 342, 343 Poetry Writing (3,3,3) Verse writing; study of various verse forms as media of expression. Analysis of class work. Prereq: instructor's consent. Haislip, Salisbury.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

404 Writing and Conference (Arr)

408 (G) Workshop (Arr)

409 (G) Supervised Tutoring Practicum (1-3)

411 (M) Advanced Composition (3) Expository writing with emphasis on improving students' prose style and attention to the underlying principles of syntax and rhetoric. Intended for prospective secondary school teachers and others who want this training. Prereq: completion of writing requirement and upper-division standing or instructor's consent. Gage, Love, Teich.

430, 431, 432 Senior Creative Writing (3,3,3) Advanced sequence in short story, poetry, and play writing. Prereq: instructor's consent. Haislip, Lyons, Salisbury.

451, 452, 453 Projects in Writing (3,3,3) For students wanting advanced instruction and practice in writing short stories, novels, television dramas, nonfiction, etc. Prereq: instructor's consent. Haislip, Lyons, Salisbury.

Graduate Courses

503 Thesis (Arr) Prereq: instructor's consent. P/N only.

504 Writing and Conference (Arr) Prereq: instructor's consent.

530, 531, 532 Graduate Creative Writing (3,3,3) 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. Prereq: instructor's consent. Haislip, Lyons, Salisbury.



Environmental Studies

Environmental Studies Center
104 Condon Hall
Telephone 686-5006 or -3895
John H. Baldwin, Program Director

Program Committee

John H. Baldwin, Ph.D., Planning, Public Policy and Management

Stanton Cook, Ph.D., Biology

Richard Gale, Ph.D., Sociology

Daniel Goldrich, Ph.D., Political Science

Glen Love, Ph.D., English

David Povey, Ph.D., Planning, Public Policy and Management

Alvin Urquhart, Ph.D., Geography

The interdisciplinary field of environmental studies is concerned with the relations of humans with their environment. The program is designed to combine theory and practice about environmental systems from the sciences, the social sciences, the humanities, and the fields of management, public policy, and design. It helps students compare and integrate these separate perspectives and develop comprehensive, well-reasoned approaches to environmental issues, problems, and thought.

Undergraduate Studies

At present the undergraduate program in environmental studies does not lead to a degree. A certificate program is currently under consideration. The following courses emphasize environmental concerns. See departmental sections of this catalog for course descriptions.

Basic Environmental Courses

The Human Environment (BI 370), Environmental Alteration (GEOG 370), Mineral Resources and the Environment (GEOL 321), and Seminar: Introduction to Environmental Studies (PPPM 407).

Social Sciences and the Environment

Anthropology. Human Ecology (ANTH 320).

Economics. Issues in Resource Economics (EC 332), Issues in Environmental Economics (EC 333), Resource Economics (EC 432), Environmental Economics (EC 433).

Geography. Landscape, Environment, and Culture (GEOG 103), Urban Environment (GEOG 105), Geography of Energy (GEOG 372), Cultural Geography (GEOG 436), Geographic Landscapes (GEOG 437), Geography of Water Resources (GEOG 483).

Landscape Architecture. Understanding Landscapes (LA 260), Contemporary American Landscape (LA 491).

Political Science. Environmental Politics (PS 497).

Psychology. Environmental Psychology (PSY 417).

Sociology. Communities, Population, and Resources (SOC 210), Sociology of the Environment (SOC 416).

Science and the Environment

Anthropology. Human Adaptation (ANTH 223).

Biology. Freshwater Biology (BI 139), Life of the Forest (BI 149), Marine Biology (BI 171), Economic Botany (BI 232), Introduction to Ecology (BI 272), Evolution and Ecology (BI 314), Coastal Biology (BI 360), Introduction to Bacteriology (BI 381), Population Ecology (BI 471), Biological Communities (BI 473), Terrestrial Ecosystems (BI 474), Limnology (BI 475), Quantitative Field Ecology (BI 476), The Biology of Estuarine Systems (BI 477), Marine Ecology (BI 478), The Marine Environment (BI 479), Microbial Ecology (BI 485).

Chemistry. Survey of General, Organic, and Biochemistry (CH 101, 102, 103), Organic Chemistry (CH 331, 332, 333).

Geography. The Natural Environment (GEOG 101), Geomorphology (GEOG 301), Climatology (GEOG 302), Biogeography (GEOG 303), Experimental Course: Geography of Soils (GEOG 410), Advanced Geomorphology (GEOG 482), Geographical Hydrology (GEOG 484), Advanced Biogeography (GEOG 489).

Geology. General Geology: The Face of the Earth (GEOL 102), Volcanoes and Earthquakes (GEOL 351), Oceanography (GEOL 353), Petroleum Geology (GEOL 422), Economic Mineral Deposits (GEOL 423).

Physics. Essentials of Physics (PH 101, 102, 103), Physics of Energy and Environment (PH 114), The Energy Laboratory (PH 115), The Sun as a Future Energy Source (PH 116), Physical Science Survey (PH 154, 155, 156).

Management and Design and the Environment

Architecture and Allied Arts. Introduction to Visual Inquiry (AAA 180).

Architecture. Essential Considerations in Architecture (ARCH 102), Seminar: Teaching Environmental Design (ARCH 407), Experimental Course: Issues in Contemporary Architecture (ARCH 410), Settlement Patterns (ARCH 431, 432, 433), Ecology Implications in Design (ARCH 434), Critical Issues in the Urban Environment (ARCH 439).

English. Seminar: Literature and Ecology (ENG 407).

Humanities. Ascent of Humanity (HUM 131).

Landscape Architecture. Plant Communities and Environments (LA 226), Living in the Environment (LA 290), Urban Farm (LA 390), Landscape Preservation (LA 480), Landscape Perception (LA 490).

Leisure Studies and Services. Recreation and Natural Resources (LSS 492), Environmental Interpretation (LSS 493).

Planning, Public Policy and Management. Introduction to Planning and Public Policy (PPPM 301), Public Service Management (PPPM 322), Public Service Policies and Programs (PPPM 323), Seminar: Natural Resource Policy (PPPM 407), Seminar: Oregon Environmental Issues (PPPM 407).

Graduate Studies

A flexible degree focusing on environmental studies can be earned through the interdisciplinary studies individualized program. This program is centered on the identification, management, and analysis of environmental

issues and policies; interaction of environmental sciences, social sciences, and professional fields; and applied environmental problem solving.

The two-year interdisciplinary graduate major requires completion of 66 credits. To develop considerable breadth and substance in knowledge, the student must take a minimum of 15 credits in each of the three areas of concentration. There are 15 credits of required courses in geography, planning, public policy and management; biology; and economics (9 credits 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 three concentration areas). For electives, the student may select from more than fifty University courses related to environmental studies.

Students are admitted by the Environmental Studies Committee on a competitive basis. Once admitted, each student must meet with his or her adviser each term to evaluate progress and plan subsequent academic work.

Graduate Courses

In addition to the courses listed above, several departments offer environment-related courses specifically for graduate students. Recent courses are listed below.

Anthropology. Cultural Ecology (ANTH 530).

Biology. Special Topics: Soil Ecology (BI 508), Special Topics: Aquatic Eutrophication and Oligotrophication (BI 508).

Economics. Special Topics: Resource Economics (EC 508), Urban and Regional Economic Analysis (EC 514, 515, 516).

Geography. Seminar: Fire Ecology (GEOG 507), Seminar: Landscape Studies (GEOG 507), Seminar: Quaternary Environments (GEOG 507), History of Geographic Thought (GEOG 555).

Landscape Architecture. Land and Landscape (LA 543).

Law. Urban Land Use Law (L 568), Water Resources Law (L 569), Environmental Law (L 576), Law of the Sea (L 577), Ocean and Coastal Law (L 579); the School of Law also trains its students through the Environmental Law Clinic.

Planning, Public Policy and Management. Seminar: Energy Policy Planning (PPPM 507), Introduction to Urban Planning (PPPM 511), Legal Issues in Planning (PPPM 518), Planning Legislation (PPPM 522), Environmental Issues in Planning (PPPM 526), Environmental Analysis in Planning (PPPM 527), Land-Use Planning I, II (PPPM 540, 541), Urban Design (PPPM 545), Public Land Law (PPPM 552).

Folklore and Ethnic Studies

466 Prince Lucien Campbell Hall
Telephone 686-3539
Barre Toelken, Program Director

Participating Faculty

Edwin L. Coleman II, Ph.D., Associate Professor of English (black literature, music).

Sharon R. Sherman, Ph.D., 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 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 study of related folklore and ethnic studies courses helpful.

Certificate in Folklore and Ethnic Studies

Students may satisfy requirements for a folklore and ethnic studies certificate by satisfactory completion (C or better) of (1) 21 credits of related upper-division courses and 15 credits of required lower-division courses, or (2) 21 credits of related upper-division courses, 6 credits of Practicum (ES 409) in field experience and 9 credits 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.

Courses in Folklore and Ethnic Studies (ES)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Only folklore and ethnic studies courses are described below. For courses cross-listed from other departments, see course descriptions in the various departmental listings.

Lower-Division Courses

101, 102 Introduction to Ethnicity and Ethnic Communities (3,3) History and traditions of minority groups (both nonwhite and white) in the United States; contemporary issues.

103 Ethnic Groups and the American Experience (3) Voices of the ethnic experience in America: literature, autobiography, and oral history.

199 Special Studies (1-3) By arrangement with instructor and approval of program director.

200 SEARCH (1-3)

Upper-Division Courses

310 Scandinavian Minorities in America (3) 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 every year.

315 Introduction to the Asian-American Experience (3) Histories of Asian-American groups in the United States: Chinese, Filipino, Japanese, Korean, and others.

320 Problems and Issues in the Native American Community (3) 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.

330 Minority Women: Issues and Concerns (3) The status, problems, and styles of nonwhite women—Native American, black, Chicana, Chinese, and Japanese—in contemporary American society.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

407 (M) Seminar (Arr)

409 Practicum (Arr)

410 (M) Experimental Course (Arr)

Additional Courses

ANTH 210 Selected Topics in Ethnology (3R)

ANTH 301 Ethnology of Hunters and Gatherers (3)

ANTH 302 Ethnology of Tribal Societies (3)

ANTH 303 Ethnology of Peasant Societies (3)

ANTH 317 Native North Americans (3)

ANTH 318 Native Central Americans (3)

ANTH 319 Native South Americans (3)

ANTH 326 Peoples of South Africa (3)

ANTH 327 Peoples of Central and East Africa (3)

ANTH 328 Peoples of West Africa and the Sahara (3)

ANTH 336 Peoples of South Asia (3)

ANTH 339 Peoples of East Asia (3)

ANTH 340 Peoples of Southeast Asia (3)

ANTH 414 (G) Race, Culture, and Sociobiology (3)

ANTH 444 (G) Religion and Magic of Primitives (3)

ANTH 445 (G) Folklore and Mythology of Primitives (3)

ANTH 446 (G) Art Among Primitives (3)

ANTH 450 (G) Cultural Dynamics (3)

ARCH 439 (G) Critical Issues in the Urban Environment (3)

DP 452 (G) Dance Cultures of the World (3)

EC 315 Urban Economic Problems (3)

ENG 151 Introduction to Black Literature (3)

ENG 240 Introduction to Native American Literature (3)

ENG 250 Introduction to Folklore and Myth (3)

ENG 310 Black Prose (3)

ENG 311 Black Poetry (3)

ENG 312 Black Drama (3)

ENG 405 Reading and Conference (Arr)

ENG 407 (G) Seminar (Arr)

ENG 410 (G) Experimental Course (Arr) Recent topics include Native American Literature and Major Black Writers.

ENG 417 (G) Studies in Mythology (3)

ENG 418 (G) Folklore and Mythology of the British Isles (3)

ENG 419 (G) American Folklore (3)

HST 221, 222, 223 Afro-American History (3,3,3)

MUS 258 Music in World Cultures (3)

PS 443 (G) Politics of Multi-Ethnic Societies (3)

PSY 415 (M) Prejudice (3)

RHCM 426 (G) Background of Black Protest Rhetoric (3)

SOC 212 Race, Class, and Ethnic Groups in America (3)

SPAN 315 Spanish-American Literature (3)

SPAN 328 Chicano Literature (3)

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

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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 ensure 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 through 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 credits 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 credits 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 credits must be in graded courses. Only courses graded C and above or P count toward these requirements.
4. At least 12 credits must be completed in one department and at least 9 credits 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 to satisfy 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 in order to 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 or physics. Chemistry with laboratory or physics with laboratory.

2. **Geography.** Climatology (GEOG 302). This course counts toward the 30 required upper-division credits.
3. **Geology.** 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 inquire at the Office of Field Experience Programs in the College of Education.



Geography

107 Condon Hall
Telephone 686-4555
Everett G. Smith, Jr., 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.

Carl L. Johannessen, Ph.D., Professor (biogeography, cultural geography, 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.

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.

Emeriti

Samuel N. Dicken, Ph.D., Professor Emeritus (coastal geomorphology, cultural geography, Oregon). B.A., 1924, Marietta; Ph.D., 1930, 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.

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 (B.A.) and Bachelor of Science (B.S.) 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 credits 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 Group Requirements under Registration and Academic Policies.

Students majoring in geography should consult their advisers to determine which clusters will best support their major. For those students not majoring in geography, the two approved clusters are

1. **Social Science.** GEOG 103, GEOG 105, plus one course selected from GEOG 201-208.
2. **Science.** GEOG 301, GEOG 302, GEOG 303. GEOG 101 also satisfies the science course requirement.

Major Requirements

Fifteen courses, of which ten must be upper division, are required as follows:

Physical Geography. Three courses must be selected from:

- The Natural Environment (GEOG 101)
- Geomorphology (GEOG 301)
- Climatology (GEOG 302)
- Biogeography (GEOG 303)
- Advanced Geomorphology (GEOG 482)
- Geography of Water Resources (GEOG 483)
- Geographic Hydrology (GEOG 484)
- World Regional Climatology (GEOG 487)
- Advanced Biogeography (GEOG 489)

Cultural Geography. Three courses must be selected from:

- Landscape, Environment, and Culture (GEOG 103)
- Urban Environment (GEOG 105)
- Environmental Alteration (GEOG 370)
- Geography of Energy (GEOG 372)
- Political Geography (GEOG 433)
- Economic Geography (GEOG 434)
- Urban Geography (GEOG 435)
- Cultural Geography (GEOG 436)
- Geographic Landscapes (GEOG 437)
- Geography of Languages (GEOG 438)
- Ethnic Geography (GEOG 439)

Regional Geography. Three courses must be selected from:

- Geography of Europe (GEOG 201)
- Geography of Latin America (GEOG 202)
- Geography of Asia (GEOG 203)
- Geography of the Soviet Union (GEOG 204)
- Geography of Africa (GEOG 205)
- Geography of Oregon (GEOG 206)
- Geography of the United States (GEOG 207)
- Geography of Eastern Europe (GEOG 208)
- 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)

Techniques of Geographers. Three courses must be selected from:

- Reading and Interpretation of Maps (GEOG 180)
- Cartographic Methods (GEOG 311)
- Aerial Photo Interpretation and Remote Sensing (GEOG 312)
- Geographic Field Studies (GEOG 313)
- Geographic Application of Quantitative Methods (GEOG 314)

Advanced Cartography (GEOG 411)

Research seminar for undergraduate majors. One GEOG 407 must be taken.

Electives in geography. Two courses—or 6 credits of courses, seminars, reading and conference or research—must be taken.

Urban Studies Emphasis

Geography majors who want to emphasize urban studies will arrange a study program in consultation with a faculty adviser that modifies the requirements of the general geography program to include appropriate courses in other disciplines. A written record of this special program will become part of the student's departmental file.

Environmental Studies Emphasis

Geography majors who want to emphasize environmental studies will arrange a study program in consultation with a faculty adviser that modifies the requirements of the general geography program to include appropriate courses in other disciplines. A written record of this special program will become part of the student's departmental file.

Minor Requirements

Students who minor in geography must complete eight geography courses with grades of C- or better, including five upper-division courses. GEOG 400, 401, 405, 406, 408, and 409 may not be applied toward the geography minor.

The eight courses must include at least one in techniques, for example, Reading and Interpretation of Maps (GEOG 180) or Cartographic Methods (GEOG 311); one in physical geography, for example, The Natural Environment (GEOG 101) or Climatology (GEOG 302); and one in regional or cultural geography, for example, Geography of Europe (GEOG 201) or Urban Geography (GEOG 435). Remaining courses to complete the minor may be selected in consultation with an adviser in the Department of Geography.

Secondary School Teaching

The Department of Geography offers work in preparation for teaching social studies in the public secondary schools. Certification as an Oregon secondary teacher with the social studies endorsement requires satisfactory completion of a teacher preparation program, which includes work in a teaching specialty and in professional education and recommendation of the institution in which the preparation is completed. The Department of Geography offers work toward both basic and standard Oregon certification. For specific information regarding requirements for the social studies endorsement, students should consult Gary H. Searl, the department's endorsement adviser for teacher education, and 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

Graduate Studies

Graduate work leading to both the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) degrees is offered. The department also supervises an interdisciplinary Master of Science (M.S.) degree program with emphasis on geography and education.

Although the department requires knowledge of the fundamentals of geography, it welcomes students whose undergraduate work has been in other disciplines and who can apply their previous training to geographic problems. Field studies, seminars, and the preparation of theses form the heart of advanced geographic training.

Admission

To apply for admission, send to the University Office of Admissions 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) General 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 Degree Program

The M.A. degree in geography emphasizes general proficiency in physical and cultural geography and basic skills in the use of geographic techniques and methods through the following program of 45 graduate credits, at least 36 in geography. 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)
Biogeography (GEOG 303)
Cartographic Methods (GEOG 311)
Aerial Photo Interpretation and Remote Sensing (GEOG 312)
Geographic Field Studies (GEOG 313)
Geographic Application of Quantitative Methods (GEOG 314)
At least three courses in cultural geography.
2. Four graduate seminars in geography.
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 in Geography

This program is designed to relate the research methods and viewpoint of geography to the teaching of social studies at all levels of instruction. The interdisciplinary M.S. degree

program requires 36 credits of work in geography and 9 to 15 credits in education. Courses and seminars parallel those for the M.A. program. Teaching skills are substituted for foreign language competence. A final written examination administered by a departmental committee is required. A learning activity project is substituted for a thesis. Contact the departmental interdisciplinary program adviser for additional information.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through Interdisciplinary Studies: Individualized Program—Environmental Studies in the Graduate School. Graduate courses in geography; planning, public policy and management; biology; and economics (among others) comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene, Oregon 97403. See also the Environmental Studies and Graduate School sections of this catalog.

Doctoral Program

The Ph.D. program requires more specialization of the student, who must demonstrate thorough knowledge of the geography of a major region of the world and competent understanding of one of the systematic fields of geography.

This program is designed to suit each individual's background and interests. In addition to a selection of seminars and courses, the candidate may use the flexibility of Research (GEOG 501) and Reading and Conference (GEOG 505) to follow specific interests with individual members of the faculty. The Ph.D. program, planned with faculty committee approval, is measured by achievement of the stated goals rather than by any specific number of credits. Prospective candidates should pay particular attention to the systematic specialization and regional interests of the 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.
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 0.40 full-time-equivalent (FTE) graduate teaching fellowships (GTFs) 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. They usually register for 12 credits 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 \$5.00 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 in Geography (GEOG)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 The Natural Environment (3) Physical geography of the earth with special emphasis on vegetation, landforms, climate, and soils. Johannessen, McDowell, Patton.

103 Landscape, Environment, and Culture (3) Cultural geography course that focuses on the ways in which various cultures have evaluated, used, and modified the landscapes and environments they have occupied. Urquhart, Wixman.

105 Urban Environment (3) The character of cities and ways of life in urban locations around the world. Smith.

180 Reading and Interpretation of Maps (3) Physical and cultural features on maps. Critical analysis of cartographic styles employed by atlas and map makers.

199 Special Studies (1-3)

200 SEARCH (1-3)

201 Geography of Europe (3) Physical and cultural processes that have shaped the rural and urban landscapes of Europe. Patton.

202 Geography of Latin America (3) Ways in which major cultural groups have modified the environment of Latin America throughout history. Not offered every year.

203 Geography of Asia (3) The major physical and cultural realms of Asia, excluding Soviet Asia. Not offered every year.

204 Geography of the Soviet Union (3) Natural regions, major population groups, and the economic development of the U.S.S.R. Not offered every year.

205 Geography of Africa (3) Physical and cultural processes that have shaped the rural and urban landscapes of Africa. Not offered every year. Urquhart.

206 Geography of Oregon (3) The nature of Oregon: its natural and human resources, changing patterns of settlement, urbanization and economic development, and problems of environmental use. Searl, Loy.

207 Geography of the United States (3) Natural and cultural landscapes, settlement patterns and urban systems, regional divisions and integration. Not offered every year. Price.

208 Geography of Eastern Europe (3) Physical, economic, historical, and ethnocultural features that have created the present distribution of people and the levels of socioeconomic development in Eastern Europe. Wixman. Not offered every year.

Upper-Division Courses

301 Geomorphology (3) Landforming processes in the physical landscape with emphasis on processes and resulting landforms. McDowell.

302 Climatology (3) Elements of climate: the heat and water balance at the surface of the earth, atmospheric processes that affect climate, factors of climatic change. Patton.

303 Biogeography (3) Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution, aerial photo interpretation, and domestication of biota. Johannessen.

311 Cartographic Methods (3) Map design, construction, and projections. Loy.

312 Aerial Photo Interpretation and Remote Sensing (3) Use of aerial photographs and other forms of imagery. Loy.

313 Geographic Field Studies (3) Research techniques in geography applied to local areas and problems.

314 Geographic Application of Quantitative Methods (3) Quantitative methods used in physical and cultural geography, their significance and limitations. Open to majors only. Patton.

370 Environmental Alteration (3) Human alteration of natural systems and the environment. Consequences of human activity at different times and places in regard to soils, atmosphere, vegetation, landforms, and water. Urquhart.

372 Geography of Energy (3) Nature and geographical distribution of energy resources, production, conversion facilities, and consumption. Patterns of energy transportation. Energy use in different societies. Not offered every year. Price.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

405 Reading and Conference (Arr)

406 Field Studies (Arr)

407 (G) Seminar (3) The following seminar topics will be offered in 1984-85: Human Impacts on River Systems, Oregon Landscapes, Place-Name Geography, Urban Plans and Layouts. Enrollment in each seminar is limited to fifteen undergraduate majors in geography.

408 Workshop (Arr)

409 Supervised Tutoring (Arr) P/N only.

410 (G) Experimental Course (Arr)

411 (G) Advanced Cartography (3) Map construction, preparation of graphs and diagrams, and a final individual project. Loy. Not offered every year.

433 (G) Political Geography (3) Global political patterns and variable resources, impact of boundaries on the landscape, voting distributions, and locations and consequences of differing jurisdictions. Not offered every year.

434 (G) Economic Geography (3) Description and analysis of economic locations in different parts of the world. Smith.

435 (G) Urban Geography (3) Urbanization throughout the world; the structure of urban settlements; cities as regional centers, physical places, and homes for people; geographic problems in major urban environments. Prereq: upper-division or graduate standing. Smith.

436 (G) Cultural Geography (3) Growth of human

exploitation of habitat. Origin and spread of ways of living. Prereq: GEOG 103 or instructor's consent. Urquhart. Not offered every year.

437 (G) Geographic Landscapes (3) Concepts and examples of the cultural landscape. Prereq: GEOG 103 or instructor's consent. Urquhart.

438 (G) Geography of Languages (3) Present distribution of languages in the world—who, where, and how many. The historical evolution of the present mosaic of linguistic patterns. The significance of the distribution of other cultural phenomena to languages. Not offered every year.

439 (G) Ethnic Geography (3) Relationship of landscape, environmental perception, and sociogeographic phenomena to ethnicity. World distribution and diffusion of ethnic groups. Wixman. Not offered every year.

461 (M) The South American Tropics (3) The Andes and the Amazon: analysis of tropical highland and tropical lowland natural environments in terms of their settlement history and present use. Not offered every year.

462 (M) Southern South America (3) The natural environments of Argentina, Chile, Uruguay, and Paraguay, their settlement history and present land use. Not offered every year.

463 (M) Geography of Middle America (3) Physical, historical, and cultural processes that have shaped the landscapes of Mexico, Central America, and the Caribbean Islands. Prereq: 6 credits of lower-division geography. Johannessen. Not offered every year.

464 (M) Geography of Western Europe (3) Natural environments, cultural groups, and distinctive regional landscapes of Western Europe. Not offered every year.

467 (M) Eastern North America (3) Growth of major regions from Atlantic colonies. Agriculture, industry, population, and metropolitan centers. Smith. Not offered every year.

468 (M) Western North America (3) Areas of attraction and aversion; their development into modern regions. Smith. Not offered every year.

469 (M) Cultural Geography of the Soviet West (3) Demographic, social, cultural, and political situation of ethnic groups in the Western Borderlands of the USSR. Wixman. Not offered every year.

470 (M) Cultural Geography of the Soviet East (3) Demographic, social, cultural, and political situation of ethnic groups in the Islamic regions of the USSR. Wixman. Not offered every year.

482 (G) Advanced Geomorphology (3) One of the principal landforming processes, its characteristics in time and space, and the resulting landforms. Prereq: GEOG 301 or instructor's consent. McDowell.

483 (G) Geography of Water Resources (3) Human impact on the hydrologic system with emphasis on water use, supply, and quality. Prereq: GEOG 101 or equivalent or instructor's consent. McDowell.

484 (G) Geographical Hydrology (3) The geography of water, processes operating in the hydrologic cycle, and analysis of data. Prereq: GEOG 101 or GEOL 102 or equivalent; GEOG 301 or 302 recommended. McDowell. Not offered every year.

487 (G) World Regional Climatology (3) Problems in climatic classification. Distribution of climates on the surface of the earth. Prereq: GEOG 302. Patton. Not offered every year.

489 (G) Advanced Biogeography (3) Relation of plants and animals to the environment, historical changes in plant distribution, aerial photo interpretation and mapping of vegetation, domestication of plants and animals. Prereq: GEOG 303. Johannessen. Not offered every year.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Field Studies (Arr)

507 Seminar (Arr) The following graduate seminar topics are offered in 1984-85: Historical Diffusion of Cultural Traits, Landscape Studies, Metropolitan Comparisons in North America and Europe.

508 Workshop (Arr)**509 Supervised Tutoring (Arr)****510 Experimental Course (Arr)**

523 Cultural Geography (3) Basic literature and current developments in cultural geography. Research paper prepared for publication. Not offered every year.

555 History of Geographic Thought (3) Development of concepts of the earth and of human relation to it; ends and means of geographic study. Not offered every year.



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.

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.

William T. Holser, Ph.D., Professor (mineralogy, geochemistry). B.S., 1942, M.S., 1946, California Institute of Technology; Ph.D., 1950, Columbia. On leave 1984-85.

M. Allan Kays, Ph.D., Professor (metamorphic and igneous petrology). B.A., 1956, Southern Illinois; M.A., 1958, Ph.D., 1960, Washington.

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. On leave 1984-85.

Norman M. Savage, Ph.D., Professor (Paleozoic paleontology, stratigraphy). B.Sc., 1959, Bristol; Ph.D., 1968, Sydney.

Sarah L. Ulerick, Ph.D., Instructor (introductory earth sciences, science education methods). B.A., 1974, Radcliffe/Harvard; Ph.D., 1981, Texas, Austin.

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. On leave 1984-85.

Daniel F. Weill, Ph.D., Professor (experimental petrology, geochemistry). B.A., 1956, Cornell; M.S., 1958, Illinois; Ph.D., 1962, California, Berkeley. On leave 1984-85.

Participating

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.

Emeriti

Ewart M. Baldwin, Ph.D., Professor Emeritus (stratigraphy, regional geology). B.S., 1938, M.S., 1939, Washington State; Ph.D., 1943, Cornell.

Ernest H. Lund, Ph.D., Professor Emeritus (general geology). B.S., 1944, Oregon; Ph.D., 1950, Minnesota.

Lloyd W. Staples, Ph.D., Professor Emeritus (mineralogy, economic and engineering geology). A.B., 1929, Columbia; M.S., 1930, Michigan; Ph.D., 1935, Stanford.

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.

Mathematics Requirement. The University requires that all candidates for the Bachelor of Science (B.S.) degree meet a mathematics competency requirement. For details see Requirements for Bachelor of Arts and Bachelor of Science in the Registration and Academic Policies section of this catalog.

Geology Curriculum

In the geology program, lower-division students are required to take General Geology (GEOL 201, 202, 203 recommended, but GEOL 101, 102, 103 plus General Geology Laboratory [GEOL 104, 105, 106] may be substituted), a year course in Calculus (MTH 201, 202, 203), General Chemistry (CH 104, 105, 106 or 204, 205, 206), and General Physics (PH 201, 202, 203) or General Physics with Calculus (PH 211, 212, 213).

Upper-division students are required to take The Fossil Record (GEOL 304), Mineralogy (GEOL 325, 326), Structural Geology (GEOL 391), Stratigraphy and Sedimentation (GEOL 392), Field Geology (GEOL 480), Scientific and

Technical Writing (WR 320), and Lithology (GEOL 311).

Students are also required to take 30 credits of additional course work. They may choose these courses from one or more of the three specific areas shown below to make a **general program** or tailor their own **special program** based on their interests. At least 10 of the required 30 credits must be taken in the Department of Geology. The recommended courses for three common specializations are listed below.

Stratigraphy/Sedimentology/Paleontology Specialization

Mineralogy (GEOL 327), Petrology and Petrography (GEOL 416), Petroleum Geology (GEOL 422), Paleontology (GEOL 431, 432, 433), Paleopedology (GEOL 435), Geomorphology (GEOG 301), General Chemistry Laboratory I, II, III (CH 107, 108, 109), Elements of Statistical Methods (MTH 425), Organic Chemistry (CH 331, 332, 333), Introduction to Numerical Computation (CIS 133), Introduction to Computer Science I (CIS 201), and up to 15 credits in biology chosen from an approved list in the geology office. Students who want to specialize in paleontology should take 9 credits in paleontology and at least 15 in biology.

Geophysics/Structure/Tectonics Specialization

Mineralogy (GEOL 327), Petrology and Petrography (GEOL 414, 415), General Geophysics (GEOL 463), Exploration Geophysics (GEOL 464), Tectonics (GEOL 462), Photogeology (GEOL 473), Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333), Introduction to Differential Equations (MTH 461), Classical Mechanics (PH 324, 325), Electricity and Magnetism (PH 441, 442), Introduction to Numerical Computation (CIS 133), and Introduction to Computer Science I (CIS 201).

Mineralogy/Petrology/Geochemistry Specialization

Mineralogy (GEOL 327), Petrology and Petrography (GEOL 414, 415, 416), Methods of Petrologic Analysis (GEOL 418), Electron Beam Analysis in Mineralogy and Petrology (GEOL 419), Activation Analysis in Petrology and Geochemistry (GEOL 420), Economic Mineral Deposits (GEOL 423), Properties of Crystals (GEOL 425), Thermodynamic Geochemistry (GEOL 461), Geochemistry (GEOL 470), Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333), Introduction to Numerical Computation (CIS 133), Introduction to Computer Science I (CIS 201), General Chemistry Laboratory I, II, III (CH 107, 108, 109), Quantitative Analysis (CH 324), Physical Chemistry (CH 441, 442), Physical-Inorganic Chemistry (CH 411, 412), Principles of Chemical Thermodynamics (CH 451), Principles of Statistical Mechanics (CH 453), X-ray Crystallography (PH 491), and Organic Chemistry (CH 331, 332, 333).

Note: The U.S. Geological Survey and other government agencies require their geological employees to have a background in paleontology and geomorphology. Students who plan to enter graduate school after receiving their undergraduate degree should also be aware that passing the Graduate Record Examination Geology Test requires preparation in the three broad areas of geology: stratigraphy/sedimentation/paleontology, structural geology and geophysics, mineralogy and petrology.

Grade Options and Standards. Geology undergraduates must take for 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 not acceptable).

Minor Requirements

Majors in other disciplines who want to minor in geology must 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 credits 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, 327), Volcanoes and Earthquakes (GEOL 351), Geology of Oregon and the Pacific Northwest (GEOL 352), Oceanography (GEOL 353), Geology of the Moon and Planets (GEOL 354), 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).

Students may create their own programs subject to approval by 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 integrated sciences (earth science and general science), students should 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 Geology Test; 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.

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 Geology Test. 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 Geology Test; 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 (P/N) or graded basis, or with the approval of the student's guidance committee by registered audit or by challenge.

The basic University requirements for graduate degrees are described in the Graduate School section of this catalog. The department sets additional examination, course work, seminar, foreign language (for M.A. and Ph.D.), and thesis requirements. Applicants should write directly to the Department of Geology for details.

Programs

Graduate study in geology may be pursued in one or more of four broad areas: mineralogy-petrology-geochemistry, stratigraphy-sedimentary petrology-paleontology, 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 electromagnetic 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

Students may use a variety of analytical facilities and equipment 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, photo-microscopes, 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 in Geology (GEOL)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 General Geology: The Earth's Dynamic Interior (4) The earth as an evolving planet: its 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. Simultaneous enrollment in GEOL 104 recommended. Ulerick.

102 General Geology: The Face of the Earth (4) The earth's surface materials and processes. Rocks and minerals, the geologic time scale; weathering, erosion, sedimentation; groundwater, streams, glaciers, deserts, oceans. Simultaneous enrollment in GEOL 105 recommended. Ulerick.

103 General Geology: Earth History (4) Origin and early history of the earth; geologic time scale; fossils and fossilization; methods of correlation; sedimentary environments; sea-floor spreading, subduction, volcanism, orogenesis; transgressions and regressions; the Precambrian era and the origin of life; the stratigraphic history of North America during the Paleozoic, Mesozoic, and Cenozoic eras; evolution of plants, invertebrate and vertebrate animals. Simultaneous enrollment in GEOL 106 recommended. Ulerick.

104, 105, 106 General Geology Laboratory (1,1,1) Laboratory studies recommended to complement GEOL 101, 102, 103. Identification and properties of minerals and rocks, how to read topographic and geologic maps and use aerial photographs, reproduction of geologic processes by model studies, fossils as evidence of evolutionary processes. Pre- or coreq: GEOL 101, 102, 103.

199 Special Studies (1-3) Studies of special geologic topics that combine background lectures with guided field trips to areas of particular geologic interest.

201, 202, 203 General Geology (4,4,4) Covers the same general ground as GEOL 101, 102, 103 but on a more detailed scale. For science majors, Honors College students, and other students with backgrounds in chemistry, physics, and mathematics. Baker, McBirney, Orr.

BI 242 Paleobiology and Evolution of Plants (4) See description under Biology.

291 Rocks and Minerals (3) Common minerals and rocks; origin and properties of precious, semiprecious, and ornamental stones; economically important rocks and minerals. For nonmajors. Prereq: high school chemistry. Kays. Not offered 1984-85.

293 Mountains and Glaciers (3) The nature and origins of Alpine and Andean mountain ranges and the types of glaciers that shape their topography. The geologic processes of crustal deformation, volcanism, and the causes of glacial episodes. Retallack.

Upper-Division Courses

304 The Fossil Record (3) Origin of life in the Precambrian era; evolution of plants and invertebrate animals; evolution of early chordates, fish, amphibians, reptiles, dinosaurs, birds, and mammals; speciation and extinction; environments through time. Intended for junior and senior nongeology majors but also open to geology majors. Savage.

311 Lithology (3) The origin, occurrence, and classification of rock types. Laboratory examination and classification of rocks in hand specimens and thin sections. Lectures, laboratories. Prereq: GEOL 325, 326. Kays.

321 Mineral Resources and the Environment (3) The physical aspects of human beings' relation to their environment: sources, limits, and hazards of resources; fossil fuels, nuclear energy, metals and nonmetals; geologic hazards. The scientific principles that underlie these central problems and are the basis for future planning. Kays.

325, 326, 327 Mineralogy (4,4,4) Minerals that constitute the common rocks and ore deposits. 325: crystal structure, symmetry, physical and chemical properties of minerals, X-ray powder diffraction; 326: optical crystallography, polarizing microscope, nonsilicate minerals; 327: silicate minerals. Prereq: CH 104, 105, 106; GEOL 201, 202, or 101, 102, 104, 105; high school trigonometry or MTH 102 or MTH 115.

328 Materials and Processes of Ceramics (3) Not offered every year; see GEOL 428.

351 Volcanoes and Earthquakes (3) Forces and manifestations of volcanism and seismic activity. 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.

352 Geology of Oregon and the Pacific Northwest (3) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Prereq: GEOL 101, 102 or equivalents. Reed; Retailack.

353 Oceanography (3) The physical, chemical, and biological processes of the world's oceans. The history and geology of the Pacific Ocean off Oregon. Special sections on ocean pollution, ecology, law, and coastal processes. Orr.

354 Geology of the Moon and Planets (3) 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. Goles. Not offered every year.

380 Geologic Field Methods (3) 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. Prereq: GEOL 201, 202, 203 (or GEOL 101-106), GEOL 391, 392. Not offered 1984-85.

391 Structural Geology (4) Description, classification, and origin of major and minor geologic structures; rock deformation; stereographic projection in structural analysis; geologic maps and sections. Prereq: GEOL 101, 102, 104, 105, or 201, 202. Baker.

392 Stratigraphy and Sedimentation (4) Stratified rocks and the utility of integrating sedimentologic, paleontologic, and geochemical evidence to effect correlations and reconstruct paleoenvironments. Topics include textural and mineral properties and field relationships of sedimentary rocks, concepts of physical stratigraphy and biostratigraphy, and modern and ancient depositional, sedimentary environments. Prereq: GEOL 201, 202, 203, or GEOL 101-106. Boggs.

Note: Courses designated (M) or (G) may be taken for graduate credit.

401 Research (Arr) P/N only.

405 Reading and Conference (Arr) P/N only.

407 (G) Seminar (Arr)

408 (M) Workshop (Arr)

409 Practicum (Arr)

410 (G) Experimental Course (Arr)

412 Written and Spoken Exposition of Geology (1) Practice in the organization, preparation, and presentation of geologic reports.

414, 415, 416 (G) Petrology and Petrography (5,5,5) Origin, occurrence, and classification of rocks. Laboratory work in both megascopic and microscopic examination. 414: igneous, 415: metamorphic, 416: sedimentary. Prereq: PH 201, 202, 203; GEOL 325, 326. Boggs, Kays, McBirney.

418 (G) Methods of Petrologic Analysis (4) Methods of studying rocks and minerals by conventional laboratory techniques with emphasis on optical and X-ray methods. Detailed study of all mineral phases in a coarse-grained igneous rock; evaluation of the relative merits of different techniques. Enrollment limited. Prereq: GEOL 414, 415. McBirney. Not offered every year.

419 (G) Electron Beam Analysis in Mineralogy and Petrology (4) Electron probe microanalysis and electron scanning microscopy for analyzing minerals and rocks. Instrumental functions and beam-sample interactions. Correction procedures for quantitative X-ray analysis according to Bence-Albee-Ray method and ZAF theoretical approach. Prereq: GEOL 325, 326, 327 and first-year physics or instructor's consent. Offered alternate years; not offered 1984-85.

420 (G) Activation Analyses in Petrology and Geochemistry (3) Nuclear activation techniques for analyzing 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. Prereq: GEOL 419 or instructor's consent. Goles. Not offered every year.

422 (G) Petroleum Geology (3) The geology of petroleum deposits. Intended for geology majors but open to others with the necessary geology background. Topics include 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. Prereq: GEOL 391, 392. Boggs. Offered 1984-85 and alternate years.

423 (G) Economic Mineral Deposits (4) 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. Geologic setting, tectonic setting, chemistry of ore deposition, chemistry of hydrothermal alteration, and constraints on deposit genesis. Prereq: GEOL 325, 326; pre- or coreq: GEOL 311. Reed.

425 (G) Properties of Crystals (3) Application of physical properties of minerals to problems in petrology, geochemistry, and geophysics. Principles of bonding, packing structures, and silicate structures; exposition of lattices, point groups, and space groups. Mineral transformations: polymorphism, twinning, order-disorder, exsolution, and spinodal decomposition. Emphasis on concepts and models from an atomistic and structural rather than a mathematical point of view. Prereq: GEOL 325, 326, 327, or one year of college chemistry. Holser. Not offered every year.

428 (M) Materials and Processes of Ceramics (3) Clays as components of the geological landscape, the rock cycle, and geochemistry. Clay-water colloidal interactions in wetting and drying, firing reactions in the clay body, glass formation, crystal growth, thermal expansion and glaze fit. For art majors without science background. Holser. Not offered every year.

431, 432, 433 (G) Paleontology (3,3,3) Biostratigraphy, evolution, and paleoecology of invertebrates. 431: invertebrates in the Paleozoic era; 432: invertebrates in the Mesozoic era; 433: invertebrates and vertebrates in the Cenozoic era. Prereq: GEOL 203 or 103, 106. Savage, Orr, Retailack.

BI 435 (G) Methods of Pollen Analysis (5) See description under Biology.

435 (G) Paleopedology (3) Classification of modern soils; soil formation; 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 geologic time. Prereq: GEOL 326. Retailack. Not offered every year.

451 (G) Pacific Coast Geology (3) The general geology and special problems of the west coast of the United States and Canada from Alaska to southern California. Prereq: GEOL 392 and senior or graduate standing. Retailack. Offered alternate years; not offered 1984-85.

455 (M) Studies in Physical Geology (3) Earth materials, geologic processes, and landform development. Prereq: upper-division standing. Offered infrequently, summer session only.

456 (M) Regional Geology of North America (3) A regional approach to the study of North American geology, rock units, structures, landforms, and geologic history. Field trips. Prereq: upper-division standing. Offered infrequently, summer session only.

461 (G) Thermodynamic Geochemistry (4) Basic concepts of thermodynamics as applied in mineralogy, petrology, and geochemistry. Recommended for students wanting an introduction to classical chemical thermodynamics and its geologic 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. Prereq: GEOL 325, one year of college chemistry, elementary calculus, or instructor's consent. Reed.

462 (G) Tectonics (3) Large-scale processes of orogeny, sea-floor spreading, and plate tectonics with emphasis on current research. Prereq: GEOL 391, 392, or instructor's consent. Baker. Offered 1984-85 and alternate years.

463 (G) General Geophysics (3) Physics of the earth: origin and composition, 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. Prereq: one year of calculus and physics or instructor's consent. Waff. Offered alternate years; not offered 1984-85.

464 (G) Exploration Geophysics (4) 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. Prereq: one year of calculus and physics; GEOL 391, GEOL 463 or instructor's consent. Waff. Not offered every year.

470 (G) Geochemistry (3) Applications of chemical principles to geologic systems and processes. Mathematics and analytical techniques of geochemistry; elements, isotopes, cosmic abundances; lunar and planetary geochemistry, thermodynamics; 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. Prereq: GEOL 325, 326, 327, or CH 441, 442, 443; or instructor's consent. Goles.

473 (G) Photogeology (3) Geologic interpretation of air photographs; simple photogrammetry, photogeologic mapping, stereometers, introduction to remote sensing. Laboratory exercises in problems of photogeologic interpretation. Prereq: GEOL 201, 202, or 101, 102, 104, 105; GEOL 391, 392. Baker. Offered alternate years; not offered 1984-85.

480 Field Geology (9) Geological field work in selected parts of Oregon emphasizing mapping at several scales in sedimentary, igneous, and metamorphic areas. Mapping on topographic and airphoto bases; plane table-alidade methods. Offered summer session only; meets in the field for six weeks immediately after spring term. Prereq: GEOL 201, 202, 203, or 101 through 106; GEOL 391, 392. A course in mineralogy and lithology recommended.

BI 491 (G) Paleocology (3) See description under Biology.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr) P/N only.

506 Field Studies (Arr) Geologic field work principally in connection with graduate thesis. Emphasis on individual problems. Prereq: graduate standing, thesis adviser's consent. P/N only.

507 Seminar (Arr)

509 Practicum (1-3)

510 Experimental Course (Arr)

511 Advanced Microscopy and Instrumentation (4) Advanced optical mineralogy including universal stage, immersion methods, and ore microscopy; X-ray diffraction. Prereq: GEOL 414, 415, 416. McBirney. Not offered 1984-85.

514 Advanced Metamorphic Petrology (4) The origin and genetic relations of metamorphic rocks 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. Prereq: GEOL 415. Kays. Not offered 1984-85.

515 Advanced Igneous Petrology I (3) Igneous rocks of differentiated basic intrusions and the oceans. Content varies according to current research interests. Selected rock suites examined microscopically. Prereq: GEOL 414, 461 or equivalents. McBirney. Offered 1984-85 and alternate years.

516 Advanced Igneous Petrology II (3) Orogenic igneous rocks, including calcaikaline series, granites, and rocks of the stable continental interior. Content varies according to current research interests. Selected rock suites examined microscopically. Prereq: GEOL 414, 461 or equivalents. McBirney. Not offered every year.

520 Advanced Mineral Deposits (3) Hypotheses of origin of mineral deposits; geochemistry of hydrothermal and sedimentary deposits of precious and base metals. The chemistry and geology of ore-forming environments. Prereq: GEOL 423. Reed. Offered 1984-85 and alternate years.

523 Petrology of Detrital Rocks (3) Detrital sedimentary rocks with emphasis on sandstones. The processes that control the composition, texture, and structure of detrital rocks; provenance, transportation, deposition, and diagenesis. The petrographic microscope and techniques for textual analysis. Prereq: GEOL 392, 416. Boggs. Offered alternate years; not offered 1984-85.

524 Petrology of Carbonate Rocks (3) Origin, composition, texture, and diagenesis of carbonate sedimentary rocks. The processes that control deposition and diagenetic alteration of limestones; carbonate geochemistry. Petrographic microscope examination of mineral composition and texture of limestones and dolomites. Prereq: GEOL 392, 416. Boggs. Offered 1984-85 and alternate years.

525 Stratigraphy of North America (3) Stratigraphic framework of the United States and neighboring countries. Prereq: GEOL 392. Boggs. Offered alternate years; not offered 1984-85.

526 Global Stratigraphy (3) Major stratigraphic events of geologic history from the Precambrian era to the present. Orogenesis, continental drift, plate tectonics, geosyncline formation, marine transgression and regression, and climatic variation. The stratigraphic record in different parts of the world. Major paleontologic changes and problems of evolutionary outbursts, extinction, faunal provinces, and migration. Limited to seniors and graduate students. Savage. Not offered every year.

531, 532 Advanced Paleontology (3,3) 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. Savage. Offered alternate years; not offered 1984-85.

533 Micropaleontology (3) All major plant and animal microfossil groups. Separation from matrices and preparation for microscopy. Fundamentals of microscopy. Microtechniques, biology and ecology of important microfossil groups. Emphasis on biostratigraphy. Classification of parataxa, petroleum, and oceanographic micropaleontology. Prereq: GEOL 103, 106 or 203. Orr. Offered alternate years; not offered 1984-85.

541 Archaeological Geology (3) Application of geology to the practices of archaeology. Principles of mineralogy, petrology, and stratigraphy. Petrologic examination of the materials of stone-tool industries; geologic stratigraphy; dating materials and deposits;

alluvial deposits and stream terraces; sediments, soils, stone resources, and environmental geology at archaeological sites. For majors in archaeology. Prereq: graduate standing, instructor's consent; previous course work in a physical science recommended. Goles. Not offered every year.

561 Advanced Geochemistry I: Cosmochemistry (3) Origin of elements and the solar system; classification, petrological and geochemical characteristics, ages, and origins of meteorites; lunar geochemistry, petrology, structure, and origin; geochemical features of planetary bodies. Prereq: CH 442, GEOL 461, or instructor's consent. Goles. Offered alternate years; not offered 1984-85.

562 Advanced Geochemistry II: Thermodynamic Applications (3) Scientific literature of geochemistry, petrology, and mineralogy emphasizing the thermodynamic approach; properties of silicate melts; phase equilibria, geothermometry-barometry in igneous systems; thermodynamic data. Prereq: GEOL 414, 416 or instructor's consent. Weill. Not offered every year.

563 Advanced Geochemistry III: Low-Temperature Geochemistry (3) Advanced topics in low-temperature and stable isotope geochemistry. The exogenic cycles of the elements; history of the ocean and atmosphere. Prereq: GEOL 461 or instructor's consent. Hoiser. Offered alternate years; not offered 1984-85.

564 Advanced Geochemistry IV: Metamorphic Geochemistry (3) Thermodynamics of rock-forming solid solutions; excess mixing functions; silicate minerals and metamorphic fluids; subsolidus geothermometry and geobarometry; dehydration and mixed-volatile equilibria. Prereq: GEOL 415, 416 or instructor's consent. Rice. Offered alternate years; not offered 1984-85.

565 Advanced Geochemistry V: Igneous Geochemistry (3) Theoretical aspects of analytical techniques; distribution of minor and trace elements among igneous phases; the earth's upper mantle; origins of basaltic magmas; magmatic differentiation. Prereq: CH 442, GEOL 414 or 461, or instructor's consent. Goles. Offered alternate years beginning 1984-85.

571, 572, 573 Geophysics (3,3,3) Selected topics in geophysics. Previous topics have included seismology and dynamics of the upper mantle. Prereq: instructor's consent. Waff. Not offered 1984-85.

591 Advanced Structural Geology (3) 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. Prereq: GEOL 391. Baker. Offered 1984-85 and alternate years.

592 Volcanology (2) The products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes. McBirney. Offered 1984-85 and alternate years.

Germanic Languages and Literatures

202 Friendly Hall

Telephone 686-4051

Jean M. Woods, Department Head

Faculty

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.

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.

Roger A. Nicholls, Ph.D., Professor (drama, 19th-century literature). B.A., 1949, Oxford; Ph.D., 1953, California, Berkeley. On leave winter, spring 1985.

Helmut R. Plant, Ph.D., Associate Professor (Germanic philology, paleography). B.A., 1957, Fairmont; M.A., 1961, Ph.D., 1964, Cincinnati.

Ingrid A. Weatherhead, Ph.D., Senior Instructor (Norwegian language, literature). B.A., 1950, M.A., 1951, Puget Sound.

Jean M. Woods, Ph.D., Associate Professor (16th-century, baroque, and 18th-century literature). B.A., 1948, Wellesley; M.A., 1965, Ph.D., 1968, Oregon.

Virpi Zuck, Ph.D., Associate Professor (Scandinavian literature). B.A., 1964, M.A., 1965, University of Helsinki; Ph.D., 1977, Wisconsin, Madison.

Emeriti

Edmund P. Kremer, J.U.D., Professor Emeritus. J.U.D., 1924, Frankfurt am Main.

Astrid M. Williams, Ph.D., Professor Emerita. B.S., 1921, M.A., 1932, Oregon; Ph.D., 1934, Marburg.

Undergraduate Studies

The Department of Germanic Languages and Literatures offers three options leading to the B.A. degree in German: German language and literature, German area studies, and German and Scandinavian. All three options generally require 45 upper-division credits (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.

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 (GPA) and write an honors essay or thesis approved by the department honors committee for 3 credits in Thesis (GER 403).

Preparation. The Department of Germanic Languages and Literatures has no particular requirements for high school students beginning the language. However, it is recommended that students with one or two years of high school German take a placement examination during registration week to help with proper placement. Students are also urged to acquire a strong background in English grammar equivalent to the department's foundation course, Comparative English and German Grammar (GER 109).

Undergraduate students preparing for graduate work in German are advised to begin a second foreign language. They should also take related courses in either English or other European literature or both, or in philosophy or history.

Careers. A baccalaureate degree in German enables students to pursue careers in college and secondary teaching, international business, government and foreign service, and translation and editorial work. Graduates of the department have been especially successful in being accepted into graduate programs in German, Scandinavian, linguistics, history, and comparative literature. Many professional schools look favorably on a student with a degree in the language and literature option. Recent graduates of the department have had considerable success in entering schools of law and business.

Major Requirements

Note: German for Reading Knowledge (GER 321, 322, 323) does not count toward the major.

German Language and Literature Option

1. 18 credits in upper-division German language courses, of which 3 credits must be at the 400 level.
2. 27 credits in German literature courses, including Introduction to German Literature (GER 324, 325, 326) and 6 credits at the 400 level.

German Area Studies Option

1. 18 credits in upper-division German language courses, of which 6 credits must be at the 400 level.
2. 27 credits, including 3 at the 400 level, distributed as follows:
 - a. 9 credits in upper-division German literature courses.
 - b. 9 credits in German culture and civilization courses.
 - c. 9 credits chosen from appropriate courses in other departments. Examples include:
 - The Music of Bach and Handel (MUS 351)
 - The Classic Symphony and Sonata (MUS 352)
 - Medieval Art and Architecture in Germany (ARH 325)
 - Political Systems of Postwar Germany (PS 336)
 - Leibniz (PHL 423)
 - Kant (PHL 429, 430)
 - Problems in the German Reformation (HST 432)

- History of Germany (HST 436, 437)
- Germany in the 20th Century (HST 438)
- Cultural History from Nietzsche to Freud (HST 440)
- Europe in the Era of Total War 1914-1929 (HST 445)
- Europe in the Era of Total War 1929-1945 (HST 446)
- Other appropriate courses may be used to fulfill this requirement, subject to the approval of the undergraduate adviser.

Sample German Program

Entering freshmen considering a major in German may want to enroll in the following courses during their first year at the University.

Fall term	15 credits
First-Year German (GER 101)	4
Comparative English and German Grammar (GER 109)	3
Special Studies: Advising Conference (GER 199) ..	1
English Composition (WR 121)	3
Europe since 1789 (HST 301)	3
International folkdancing, ballroom dancing, or other elective	1
Winter term	16-18 credits
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 credits
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

German and Scandinavian Option

1. 27 credits of one Scandinavian language.
2. 6 credits of a second Scandinavian language.
3. 12 credits in upper-division German language or literature courses.

Minor Requirements

The Department of Germanic Languages and Literatures offers a minor in German and one in Scandinavian.

German Minor. 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.

24 credits in German are required, of which 21 must be upper division. German for Reading Knowledge (GER 321, 322, 323) and GER 400-410 do not count toward the German minor. Grades of at least C- or Pass must be earned in all courses used to satisfy requirements for the minor.

Since not all courses are offered every year, plans should be made well in advance so that students can take prerequisites for 400-level courses. Specific questions should be addressed to the undergraduate adviser, Department of Germanic Languages and Literatures.

Scandinavian Minor. The Scandinavian minor 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.

24 credits in Scandinavian are required, of which 18 must be upper division (9 in language, 9 in literature). SCAN 400-410 do count toward the Scandinavian minor. Grades of at least C- or Pass must be earned in all courses used to satisfy requirements for the minor.

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, or to spend seven weeks in summer at the *Deutsche Sommerschule am Pazifik* in Portland.

For further information students should consult the departmental representatives, Edward Diller and Helmut Plant. 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 credits of 400-level course work on the Eugene campus: 6 credits of literature and 3 of language for students choosing the German language and literature option; 9 credits of language or literature for students choosing the German area studies option.

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 for a major and complete the state-approved professional education program, including Special Methods in Secondary School (SEED 495). To receive departmental approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a composite score of 250 in the Modern Language Association (MLA) language proficiency test.

The department recommends that, if possible, students complete the five-year program for standard certification before beginning to teach and that they concurrently satisfy the requirements for a master's degree in teaching German.

Graduate Studies

The department offers programs leading to the degrees of Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) in Germanic languages and literatures. For a graduate degree in German, work in German literature may be supplemented by courses in Germanic philology. The doctoral program usually focuses 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 language and literature at the graduate level, to achieve competence in written and spoken German, and to study and practice methods of presenting classroom material. It also fulfills the Oregon requirements for standard secondary teacher certification.

Courses in German (GER)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

Note: Since not every course listed here can be offered every year, students are advised to consult the most recent *Time Schedule of Classes*.

101, 102, 103 First-Year German (4,4,4) Provides a thorough grammatical foundation and an elementary reading knowledge of German as well as an understanding of the spoken language. McWilliams.

104, 105 First-Year German (6,6) A two-term sequence covering the work of GER 101, 102, 103. For students who want to begin German winter term.

106, 107, 108 First-Year German *Guten Tag*: Speaking (2,2,2) Audiovisual first-year German course based on film series *Guten Tag* and using tapes, movies, slides, and small conversation groups. Not offered 1984-85.

109 Comparative English and German Grammar (3) Aspects of English grammar which are especially significant for students of German. Concepts and terminology important in German; illustrations from earlier forms of English. Plant.

131, 132, 133 First-Year German *Guten Tag*: Reading (2,2,2) Reading and grammar section to accompany GER 106, 107, 108. Not open for credit to students in GER 101, 102, 103. Not offered 1984-85.

199 Special Studies (1-3)

200 SEARCH (1-3)

201, 202, 203 Second-Year German (4,4,4) Grammar and composition; reading of selections from representative authors; conversation. Prereq: GER 103, GER 105, or GER 108 and 133, or the equivalent. Plant.

211, 212, 213 Second-Year German *Guten Tag*: Speaking (2-4,2-4,2-4) Continues First-Year German *Guten Tag* but also open to students who have taken GER 103 or 105. Students enrolled in 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. Not offered 1984-85.

215, 216 Business German (6,6) A second-year sequence covering a year's work in two terms. Business letters, German grammar review, pronunciation and orthography, practice in speaking and supervised teaching of selected chapters of the German textbook. Germany and its place in the European community (i.e., the Common Market). Conducted in German. Prereq: one year of college German or instructor's consent. Plant. Not offered 1984-85.

229 Basic Writing in German (3) The writing of German prose with focus on simple grammatical structures and the orthography of German. First in a series of writing courses; the others are GER 329 and 429. Prereq: placement by test. Not offered 1984-85.

231, 232, 233 Second-Year German *Guten Tag*: Reading (2,2,2) Reading and grammar section to accompany GER 211, 212, 213. Not open for credit to students in GER 201, 202, 203. Not offered 1984-85.

240 Contemporary Germany (3) The cultural and historical heritage influencing contemporary life in the German-speaking countries of Central Europe with emphasis on developments in the arts. Guest lecturers from history, music, film studies, political science; films. All lectures in English; no knowledge of German required. Leppmann. Not offered 1984-85.

250 Goethe and His Contemporaries in Translation (3) Readings in German literature in English. Works from the classical age of German literature including those from Lessing, Schiller, and Kleist as well as the chief works of Goethe. No knowledge of German required.

251 Thomas Mann, Kafka, and Hesse in Translation (3) Readings of these three authors in English; emphasis on their short fiction. No knowledge of German required.

252 Brecht and Modern German Drama in Translation (3) Works by Bertolt Brecht and other important dramatists, such as Dürrenmatt and Frisch, in English translation. No knowledge of German required.

255 Medieval German Literature in Translation (3) The major German writers of the Middle Ages in English translation. Works by Wolfram von Eschenbach and Gotfried von Strassburg as well as the *Song of the Nibelungs*. No knowledge of German required. Not offered 1984-85.

257 Contemporary German Fiction in Translation (3) Recent German fiction in translation. The novels and short prose of such authors as Grass, Böll, Handke, Lenz, Walser, and Johnson. No knowledge of German required. Not offered 1984-85.

Upper-Division Courses

301, 302, 303 Masterpieces of German Literature (3,3,3) The great authors in the German literary tradition. Emphasis on the literary experience and appreciation of the works. Discussion in German. Prereq: Second-Year German or instructor's consent.

321, 322, 323 German for Reading Knowledge (3,3,3) Intensive practice in grammar; reading of texts in the student's primary field. Principally for graduate students.

324, 325, 326 Introduction to German Literature (3,3,3) Concepts and methods of explication of German literary texts. Analysis of poetry, drama, and prose. Discussion in German. Recommended for majors. Prereq: Second-Year German or instructor's consent.

327 Translation: German-English (3) General principles of translating; in-class exercises. Conducted in German. Prereq: GER 323, two years of college German, or equivalent.

329 Intermediate Composition in German (3) Use of more complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; specialized vocabulary. Conducted in German. Prereq: placement by writing test. Not offered 1984-85.

334, 335, 336 German Composition and Conversation (3,3,3) Extensive practice in speaking and writing. Conducted in German. Prereq: two years of college German.

337 Intermediate Spoken German (3) Talks on both assigned and student-initiated topics. Exercises to increase vocabulary, idiomatic usage, and comprehension. Extemporaneous speaking. Conducted in German. Prereq: two years of college German or equivalent.

338 Intermediate Spoken German (3) Review of German pronunciation and spelling. Reports on recorded materials, including German radio tapes, in the language laboratory. Production of a "live" radio program in German. Conducted in German. Prereq: two years of college German or instructor's consent.

339 Intensive German Grammar Review (3) Intensive review of all grammatical structures of German. Exercises supplemented by historical explanation. Conducted in German. Prereq: two years of college German or equivalent.

340, 341 German Culture and Civilization (3,3) Cultural, artistic, and intellectual developments in Germany since 1871; contributions in art, music, architecture, literature, theater, and film against the background of historical and social developments. Conducted in German. Prereq: two years of college German or instructor's consent. Hahn.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

406 Special Problems (Arr)

407 (G) Seminar (Arr)

408 (G) Workshop (Arr)

409 Practicum (1-3R) P/N only.

410 (G) Experimental Course (Arr)

411 (G) Age of Classicism (3) The German literary revival in the late 18th century. Readings from Lessing, Goethe, Schiller, Hölderlin, and others. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

412 (M) Age of Classicism (3) Readings in the Age of Goethe, ca. 1770-1830. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

413 (G) Goethe's *Faust* (3) The historical and literary tradition of the *Faust* legend; the genesis of Goethe's *Faust* with emphasis on Part I. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

414 (G) Beginning of the German *Novelle* (3) Goethe's contribution, *Unterhaltungen deutscher Ausgewanderten*, to the wide range of narrative possibilities as exemplified in romantic *Novellen* and those by Kleist and his early successors. Conducted in German. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

415 (G) German *Novellen*: The Art of Fiction (3) Readings from Goethe to Fontane with emphasis on narrative structure and technique. Conducted in German. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

416 (G) 19th-Century German Literature and Reality (3) Readings from the wealth of *Novellen* displaying a reflection of and concern with contemporary conditions; the concept and role of the *Novelle* writer as a critic of society. Conducted in German. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

418 (G) German Literature from the Middle Ages through the Enlightenment (3) German literature

from the medieval period (modern translations of works from Old and Middle High German), the Reformation, the Baroque, and the Enlightenment. Literary history. Prereq: GER 324, 325, 326 or instructor's consent.

428 (G) Advanced Translation: English-German (3) Principles of translating with in-class exercises followed by translations of students' own texts. Conducted in German. Prereq: GER 327, three years of college German, or the equivalent. Not offered 1984-85.

429 (G) Advanced German Writing (3) Writing of original compositions; idiomatic and figurative German usage; special problems in German grammar. Analysis of representative texts, their stylistic devices, and typical vocabulary. Organization of ideas and information through précis writing. Conducted in German. Prereq: placement by writing test or instructor's consent. Not offered 1984-85.

431 (G) Literature at the Turn of the Century (3) German prose, poetry, and drama at the beginning of this century. Authors include Hauptmann, Hofmannsthal, and Schnitzler. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

432 (G) From Expressionism through Exile (3) Selected readings from Thomas Mann, Hesse, Rilke, Kafka, and Brecht; each author's position in German literature. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

433 (G) Literature after 1945 (3) The dramas of Frisch and Dürrenmatt and contemporary fiction by writers such as Böll and Grass. Literary directions since the end of World War II. Prereq: GER 324, 325, 326 or instructor's consent. Not offered 1984-85.

434 (G) History of the German Language (3) Modern German dialects. Grammar, orthography, and vocabulary of High German from the 20th back to the 9th century. The seminal works of German linguistic science. Conducted in German. Prereq: three years of college German or equivalent or instructor's consent. Not offered 1984-85.

437 (G) Advanced Speaking Practice in German (3) Practice in expressive reading including papers prepared for other courses. Analysis of German radio broadcasts and other recorded materials. Extemporaneous talks, one major oral presentation. Conducted in German. Prereq: three years of college German or equivalent or instructor's consent. Not offered 1984-85.

440 (G) Topics in German Culture and Civilization (3) Political, social, economic, and cultural aspects of the Federal Republic and the German Democratic Republic. Term paper required. Taught in German. Prereq: GER 340 and 341 or instructor's consent. Not offered 1984-85.

450 Performance of German Drama (3R) Extensive practice in effective oral communication with emphasis on correct pronunciation. Reading of play and scene rehearsals in class; public performance at end of term. Conducted in German. Prereq: two years of college German or instructor's consent. **R** when topic changes. Not offered 1984-85.

481 (G) Major German Authors (3R) In-depth study of one of the following major writers in German literary history: Lessing, Heine, Hölderlin, Hauptmann, Rilke, Kafka, Thomas Mann, Hesse, Brecht, or Grass. Primarily for undergraduates. Prereq: GER 324, 325, 326 or instructor's consent. **R** with different content.

498 (G) Applied German Phonetics (3) The articulatory basis of German pronunciation; analytic comparison of the sounds of German and English; diagnosis and remedy of common errors in American pronunciation of German. Conducted in German. Prereq: three years of college German or instructor's consent. Plant.

Graduate Courses

501 Research (Arr)

503 Thesis (Arr)

505 Reading and Conference (Arr)

507 Seminar (Arr)

508 Workshop (Arr)

509 Supervised Tutoring Practicum (1-3R) P/N only.

510 Experimental Course (Arr)

512, 513 German Lyric of the 18th and 19th Centuries (4,4) The poetry of Goethe, Schiller, Hölderlin, Mörike, Heine, and others. From the *Sturm und Drang* to the end of the 19th century. Each term

devoted to two or three poets. Prereq: graduate standing or instructor's consent. Gontrum.

514 Introduction to Middle High German (4) Middle High German grammar; emphasis on a nonhistorical description of the language of manuscripts.

515 Readings in Middle High German Literature (4) Study of facsimile editions. Reading of manuscript and some manuscript copying. Selections from the *Manesse Codex* and the *Carmina Burana*. Conducted in German. Prereq: instructor's consent. Not offered 1984-85.

517, 518 German Romanticism (4,4) Readings in Tieck, Friedrich Schlegel, Novalis, Hoffmann, Mörike, and Eichendorff. The concept and underlying philosophy of romantic poetry. Romanticists' contributions to literary criticism. Hahn. 518 not offered 1984-85.

520 Research Methods in German (3) Bibliography and methods of research in German language and literature as an introduction to graduate study.

524 German Literature of the 16th Century (4) Humanism and the Reformation as reflected in German literature; the influence of Luther. Readings in Hans Sachs, Fischart, and Brant; typical *Volksbücher*. Not offered 1984-85.

526 German Literature 1700-1750 (4) The German Enlightenment and its relation to the Enlightenment in England and France. Readings in Gottsched, Klopstock, Wieland, and other typical figures of the period. Not offered 1984-85.

527, 528 Goethe (4,4) Goethe's works, including *Faust*, and Goethe's aesthetic and critical views. Leppmann. Not offered 1984-85.

530, 531 Old High German (4,4) Nonhistorical description of the structure of Old High German; emphasis on syntax. Some reading of manuscripts; selections from literature. Not offered 1984-85.

532 Introduction to Gothic (4) Gothic grammar and script. Readings in the Gothic Bible; comparison with West Germanic translations of corresponding passages of the New Testament. Of interest to students of Old English and Old Norse.

536 Lessing (4) Lessing's dramas, his theoretical and philosophical writings, and his contribution to German classicism. Nicholls. Not offered 1984-85.

537 Sturm und Drang (4) The dramatic works of the "Storm and Stress" writers and their contribution to a new understanding of literature. Nicholls. Not offered 1984-85.

538 Schiller (4) Schiller as a dramatist and poet, with particular consideration also of his important critical essays. Nicholls. Not offered 1984-85.

539 Introduction to Old Saxon (4) Old Saxon grammar with emphasis on syntactic structures; some manuscript readings; critical translation of major portions of *Heliand* and *Genesis*. Recommended for students of Old English. Not offered 1984-85.

540, 541 German Drama of the 19th Century (4,4) The dramas of Kleist, Büchner, Grabbe, Grillparzer, and Hebbel; emphasis on dramatic technique and on the individual contributions of these writers to the genre. Nicholls. Not offered 1984-85.

543, 544, 545 20th-Century German Lyric (4,4,4) The major poets of this century including Rilke, Trakl, and Benn as well as contemporary poets such as Enzensberger, Bachmann, and Celan. Prereq: graduate standing or instructor's consent. Gontrum. Not offered 1984-85.

546, 547, 548 Modern German Novel (4,4,4) Thomas Mann, Hesse, Kafka, Musil, Grass, Frisch, or others. Emphasis on the nature of the genre, on its gradual transformation, and on narrative style and technique. Diller, Gontrum, Leppmann, Nicholls. 547, 548 not offered 1984-85.

550, 551, 552 Modern German Drama (4,4,4) Dramatic works and new dramatic techniques. 550: Gerhart Hauptmann, Arthur Schnitzler; 551: Wedekind and the Expressionists; 552: Brecht, Dürrenmatt, Frisch. Gontrum. 550, 551 not offered 1984-85.

558 German Lyric of the 17th Century (4) Poetry by Weckherlin, Opitz, Spee, Dach, Gryphius, and Hofmannswaldau. Poetic theory of Opitz, Harsdörffer, and other 17th-century theoreticians. Not offered 1984-85.

559 German Drama and Prose of the 17th Century (4) Dramas by Gryphius, Lohenstein, and Reuter. The

Baroque novel and the work of Grimmelshausen. Not offered 1984-85.

566 The Concept of the German *Novelle* (4) The literary historical background and development of the genre; various theories of the *Novelle* from Friedrich Schlegel to Musil; critical assessment from Lukács to Weinrich. Hahn. Not offered 1984-85.

Courses in Scandinavian (SCAN)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

111, 112, 113 First-Year Norwegian (3,3,3) Thorough grammatical foundation in idiomatic Norwegian with emphasis on both reading and speaking the language. Weatherhead.

121, 122, 123 First-Year Swedish (3,3,3) Thorough grammatical foundation in idiomatic Swedish with emphasis on both reading and speaking. Zuck. Not offered 1984-85.

199 Special Studies (1-3)

200 SEARCH (1-3)

204, 205, 206 Second-Year Norwegian (3,3,3)

Review of grammar; composition, conversation, current newspapers; selections from representative authors. Weatherhead.

207, 208, 209 Second-Year Swedish (3,3,3) Review of grammar; composition, conversation; selections from contemporary fiction, essays, and newspapers. Zuck.

Upper-Division Courses

351 Ibsen to Hamsun in Translation (3) Outstanding Danish and Norwegian authors in the context of Scandinavian intellectual history. Readings and lectures in English. Zuck.

352 August Strindberg to Ingmar Bergman in Translation (3) A century of Swedish literature and film in transition and in revolt. Readings and lectures in English. Zuck.

353 Readings in Translation: Scandinavian Literature and Society (3) Selected aspects of Scandinavian society, past and present, based on readings of major Scandinavian authors. Readings and lectures in English. Most recent topic is women in Scandinavian literature. Zuck.

354, 355, 356 Third-Year Norwegian (3,3,3) Introduction to the history of the language; literary texts describing social and cultural features of modern Norway; spoken and written practice. Conducted in Norwegian. Prereq: two years of college Norwegian or equivalent. Weatherhead.

357, 358, 359 Third-Year Swedish (3,3,3) Historical survey of the language; modern idiomatic Swedish with practice in oral communication and written composition. Conducted in Swedish. Prereq: two years of college Swedish or equivalent. Zuck.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

406 Special Problems (Arr)

407 Seminar (Arr)

408 Workshop (Arr)

409 Practicum (1-3) P/N only.

410 Experimental Course (Arr)

History

175 Prince Lucien Campbell Hall
Telephone 686-4802
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, Arts and Sciences. B.A., 1959, Augustana; M.A., 1961, Illinois; Ph.D., 1965, Minnesota.

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.

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). 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 America). A.B., 1974, California, Berkeley; M.A., 1978, Yale; Ph.D., 1982, Stanford.

John Nicols, Ph.D., Associate Professor (ancient). 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.

Daniel A. Pope, Ph.D., Associate Professor (American economic). 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.

Louise Carroll Wade, Ph.D., Professor (U.S. social, urban, and labor). 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.

Emeriti

Edwin R. Bingham, Ph.D., Professor Emeritus (cultural American, Pacific Northwest). B.A., 1941, M.A., 1942, Occidental; Ph.D., 1951, California, Los Angeles.

Leslie Decker, Ph.D., Professor Emeritus (American economic). B.A., 1951, Maine; M.A., 1952, Oklahoma State; Ph.D., 1961, Cornell.

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.

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.

Undergraduate Studies

The study of history offers both a framework for a liberal education and the background that is essential to an understanding of the contemporary world. Through analyzing interpretive studies and accounts by witnesses to historical events, students come to appreciate more fully the complexity of human experience. By examining social changes in the past, they develop a broad perspective and the ability to weigh evidence and argument.

Preparation. Students planning to major in history should include in their high school preparation four years of social studies, four years of English, and as much preparation as possible in a foreign language. It is recommended that students transferring to the University at the end of their sophomore year should have completed a year of Western civilization and a year of United States history.

Careers. History provides a broad foundation for a variety of careers in teaching and research, law, journalism, international endeavors, foreign service, business, government, the ministry, librarianship, museum and archival work, and historic preservation. Additional education beyond the 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 credits, 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 Option. 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 (B.A.) 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 credits in history courses, of which 27 credits must be upper division and 18 must be in history courses numbered 400-499. Majors are required to complete 6 credits of work in European history before 1800.
3. 6 upper-division credits 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, Latin American, or African 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 credits.

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 (M.B.A.). Early planning of courses is essential to meet requirements of this combined program.

Sample Program

The following is a suggested arrangement of courses that will lead to a B.A. degree in history. The 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 **45-45 credits**

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
Science cluster	9-12
First-year foreign language sequence	12-15
Electives	6-9

Sophomore Year **48-51 credits**

History of the United States (HST 201, 202, 203) or Foundations of East Asian Civilization (HST 290), China, Past and Present (HST 291), Japan, Past and Present (HST 292)	9
Second-year foreign language sequence	12-15
Arts and Letters cluster	9
Social Science cluster	9
Electives	9

Junior Year **45-48 credits**

300-level history courses	9
400-level history courses	9
Science group elective	9-12
Additional electives	18

Senior Year **45 credits**

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 integral to the programs. 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 credits in history courses of which 27 must be upper division, including at least 12 credits in courses numbered 400-499. Upper-division courses are distributed as follows:
 - a. 9 credits in European history.
 - b. 9 credits in United States history.
 - c. 9 credits in Asian, African, or Latin American history (with the approval of the adviser, 9 credits in 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 credits.
3. 30 credits, 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 credits in three of the following: world history, geography, political science, sociology, psychology, anthropology.
 - b. 6 credits in economics including principles and workings of the U.S. economy.
 - c. 12 credits in United States history.
 - d. 6 credits in state and local government.
 - e. 6 credits 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 credits of history and social science must be graded.
6. 42 to 48 credits of professional education courses.

Nonsocial-science majors may obtain social studies endorsements with a concentration of only 36 credits in history. Except for the reduction in total history credits, 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 credits or fewer must satisfy the cluster requirement for graduation. For details see Group Requirements in the **Registration and Academic Policies** section of this catalog.

Minor Requirements

A history minor requires 24 credits in history of which 18 must be upper division and 15 must be completed at the University of Oregon. Grades of C- or better must be earned in all courses applied toward the minor. Students may choose one of two options to meet the upper-division requirement; the remaining 6 credits are elective.

General Option

This option is for 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 in two of the following areas: United States, Europe, Far East, Latin America, or another field selected in consultation with a history department adviser.

Supporting Option

This option is 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, Far East, 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), a program of thesis-related Reading and Conference (HST 405), and a senior Thesis (HST 403); 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.) and Doctor of Philosophy (Ph.D.) in United States, European, East Asian, and Latin American history.

Admission

Procedures for admission to graduate work in history include the following:

1. A completed Application for Graduate Admission.

2. Transcripts of all college work.
3. Three letters of recommendation.
4. Scores on the Verbal and Quantitative sections of the Graduate Record 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.

Fields of Study

All graduate students must prepare one major field and at least one minor field of historical study. The major fields are ancient history, medieval Europe, Europe 1400-1815, Europe since 1789, Britain and its empire, Russia, the United States, East Asia, and Latin America. The minor field may be (a) a broad overview of a second major field, (b) a limited but significant aspect of a second major field, (c) a field, cutting across major fields, devised by the student, or (d) work outside the history department related to the major field.

Master of Arts

Students are expected to have completed a course of study in the liberal arts with emphasis on history. They are expected to finish the master's degree program within two academic years. They must take a course in historical methods and writings; at least 5 credits in Seminar (HST 407 or 507); and an additional 5 credits in Reading and Conference (HST 505), Seminar (HST 507), or Colloquium (HST 508).

Plan One. Students choosing this plan must demonstrate competence in one foreign language by passing a Graduate Student Foreign Language Test or comparable examination in French, German, Russian, Spanish, Chinese, Japanese, Latin, Greek, or another language approved by the Graduate Committee. Students in Plan One must write a master's thesis in their major field and take at least 9 credits in their minor field. Following a written examination in the major field, Plan One students defend the thesis in an oral examination.

Plan Two. This plan is designed for students interested in history-related jobs. They do not usually continue into a history doctoral program. These students must demonstrate competence in either (a) one foreign language or (b) the computer-quantification skill, if approved by the Graduate Committee. They must prepare a major field of history, write a research paper in that field, and pass a written examination in their major field. They must take 30 credits in graduate history courses, at least 9 of which must be in their minor field of history. Students in Plan Two must take at least 9 graduate credits outside the history department in fields related to their vocational objectives. Examples of those fields are archives, architecture and historic preservation, public policy and management, industrial relations, and international relations.

Interdisciplinary Master's Degree for Secondary Teachers

The history department administers this program for the Graduate School, and candidates are not subject to additional departmental requirements. It is possible, however, to take up to 36 credits in history under this program. See the **Graduate School** section of this catalog for specific interdisciplinary requirements.

Doctor of Philosophy

Students are expected to have completed a master's degree in history or a closely allied field. They must demonstrate competence in either (a) two foreign languages or (b) one foreign language and, with approval of the Graduate Committee, a computer-quantification skill or an analytical skill such as literary criticism, symbolic anthropology, or linguistics. All doctoral students must take a course in historical methods and writings and a minimum of 10 credits in research seminars beyond the master's degree. They must prepare a major and at least one minor field in history. Their third field may be a second minor field in history (chosen from a third major field), or it may be in a discipline other than history.

Upon satisfactory completion of an oral examination in their major field and a written examination in their minor history field, a doctoral candidate must write a dissertation showing evidence of originality and ability in independent investigation. Students holding graduate teaching fellowships (GTFs) offer a Special Studies (HST 199) course of their own design or teach a section of a survey course.

Courses in History (HST)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

Note: Since not every course listed here can be offered every year, students are advised to consult the most recent *Time Schedule of Classes*.

101, 102, 103 History of Western Civilization (3,3,3)

Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. 101: ancient and medieval societies; 102: from the Renaissance to Napoleon; 103: 19th and 20th centuries. Not open to students in HST 104, 105, 106.

104, 105, 106 The Making of Modern Europe (3,3,3)

History of modern Europe, 1450 to the present, designed especially for freshmen and sophomores. 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.

107, 108, 109 History (Honors College) (3,3,3)

Significant events, ideas, and institutions in the development of Western civilization.

110, 111, 112 World Civilizations (3,3,3)

Major world civilizations and their historical interaction. Political, religious, and social thought, institutions, and developments. 110: origins of civilizations in the Middle East, the Mediterranean area, the Indian subcontinent, and China to the end of the ancient era; 111: modern civilizations during the era of Western imperialism; 112: modern civilizations during the present century of world crisis. Sorenson. Not offered 1984-85.

199 Special Studies (1-3R) Problem-oriented courses rarely enrolling more than thirty students. Designed for students interested in history who may or may not become majors.

200 SEARCH (1-3)

201, 202, 203 History of the United States (3,3,3) Economic and social change in America; the development of political, diplomatic, and cultural traditions; and the rise of urbanization and industrialization. 201: Native Americans, settlement, Puritanism, Enlighten-

ment, Revolution, and Republic; 202: Jacksonian era, expansion, slavery, disunion, reconstruction, and Gilded Age; 203: progressivism, the 1920s, New Deal, World Wars and Cold War, social and intellectual change.

216 War and the Modern World (3) Evolution of the conduct of war in the 19th and 20th centuries as a reflection of social, political, and technological developments. The end of classical warfare, Napoleon, Clausewitz, American Civil War, industrialization of warfare, militarism, World War I, World War II, guerrilla warfare. Chickering.

221, 222, 223 Afro-American History (3,3,3) African civilizations; the slave trade; development of the blacks, free and slave, as a subculture.

290 Foundations of East Asian Civilization (3)

Interdisciplinary introduction to traditional China and Japan: literature and art, social and political history. Typical themes are humankind and the universe; individual, family, and state; women; the common people; center and periphery.

291 China, Past and Present (3) Traditional and contemporary China with focus on 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. Esherick.

292 Japan, Past and Present (3) Introduction to Japanese culture emphasizing persistence and change in value and social behavior. Topical and analytical approach stressing interdependence of Japanese institutions and processes. Falconeri.

Upper-Division Courses

301, 302, 303 Europe since 1789 (3,3,3) Political, social, economic, and cultural trends from the French Revolution to the present. 301: 1789 to 1870; 302: 1870 to 1918; 303: 1918 to the present. Berdahl, Pierson.

304, 305, 306 English History (3,3,3) British history from Roman times to the 20th century. 304: institutional, constitutional, and economic development of England from the Romano-British period to the 16th century; 305: political, religious, economic, and social change from the Tudor age to the Industrial Revolution; 306: the Victorian age and the 20th century with emphasis on the background of modern Britain's social and economic problems and position in Europe and the world. Lang, McGowen.

307, 308 American Radicalism (3,3) Motives, strategies, successes, and failures of radical movements and their significance for American society. 307: American Revolution, slave revolts, abolitionism, utopian communities; 308: Populism, Marxist groups, labor organizing, New Left, and counterculture. Pope.

311 Discoveries and Empires (3) 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; comparison of the Hapsburg empire in Europe with that of the Ottoman Turks. Some previous study of European history recommended. Brady.

312 The Crisis of the 17th Century (3) 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.

313 Enlightenment to Revolution: Europe, 1715-1789 (3) 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. Birn.

321, 322 History of American Foreign Relations since 1941 (3,3) 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.

324, 325, 326 Byzantium and the Slavs (3,3,3) 324: from Rome to Byzantium, 284-610; 325: the Byzantine Apogee, 610-1071; 326: Byzantium and the Slavs. Alef. Not offered every year.

331 Perceptions and Roles of Women from the Greeks through the 17th Century (3) The ways in which perceptions about women's role in society partially reflected and partially contrasted with their actual role in society. Mate.

332 Women and Social Movements in Europe from 1750 to the Present (3) Methods used by women to improve their position in society: participation in revolution, voting, and practicing birth control. Reasons for success or failure of these methods; analysis of the merits of other solutions. Mate.

350, 351, 352 History of Latin America (3,3,3) Major economic, political, and cultural trends and continuities. 350: Pre-Columbian and Iberian history, the colonial period up to 1700; 351: transition from late colonial mercantilism to political independence and national definition (1700-1880); 352: era of political and economic consolidation and adjustment after 1880 and the later turn to repression. Sophomore standing recommended. Needell.

363 History of Canada (3) Growth of Canada from colony to nation. Emphasis on British and French influences, relations with the United States, the backgrounds of constitutional, economic, and cultural problems of Canada today. Not offered every year.

365, 366 Europe, Africa, India (3,3) Rise and decline of European empires from the 16th to the 20th centuries in India and Africa. Emphasis on interaction between indigenous civilizations and colonizers. 365: 1500-1850; 366: 1850 to present. McGowen.

370 History of the South (3) Regional history of the American South and of successive Southern ways of life. Evolution of the South as a slaveholding society, its bid for independence, and its subsequent redefinitions and adaptations to national norms. Maddex.

374 History of Religious Life in the United States (3)

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. Not offered every year.

375 American Towns and Cities to 1900 (3)

Settlement and growth of urban centers; economic functions of port, river, canal, and railroad towns; expanding role of municipal government; origins of city planning; the city boss versus reformers; opportunities for rural Americans and immigrants in 19th-century towns and cities. Wade.

376 History of the American City (3) 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.

380 American Business History (3) American businesses from their Colonial origins to the present. Focus on interaction between the political, social, economic, and ideological environment and the internal structure and activities of business enterprises. Pope.

387 The United States and the Problems of the Nuclear Age (3)

Development of the atomic bomb during World War II and historical, diplomatic, and technological issues—fallout, civil defense, reactor policy, test-ban negotiation—in the postwar years. Guest lectures, films, fictional accounts, nonfiction essays and books. Winkler.

391, 392, 393 East Asia in Modern Times (3,3,3) Political, social, and diplomatic history of China and Japan, with some attention to Korea and Southeast Asia, from 1800 to the present. Falconeri.

399 Special Studies (1-4R) New fields in or approaches to history. Content varies from term to term. Topics include Science and Culture in the Ancient World, History and Drama. **R** when topic changes.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) Recent topics: American Biography, Pacific War, 19th-Century France, American West.

408 (G) Colloquium (Arr) Recent topics: English Reformation, Anti-Semitism in European History, Recent American Radicalism, French Enlightenment.

409 Supervised Tutoring Practicum (1-3R) P/N only.

410 (G) Experimental Course (Arr) Upper-division problem-oriented courses.

411 (G) History of Greece (3) Political, social, and cultural history of the Hellenic world from the Mycenaeans to Alexander the Great. Nicols.

412, 413 (G) History of Rome (3,3) 412: political, social, and constitutional history of Rome from its earliest beginnings to the end of the Republic; 413: the period of the Empire. Nicols.

421, 422, 423 (G) Middle Ages (3,3,3) Social, political, and economic conditions in Western Europe from 476 to 1450. 421: 476-1000—the collapse of the Roman Empire and the rise of Carolingian Europe; 422: 1000-1250—the development of the French and English monarchies, the growth of towns and trade, and the flowering of the 12th-century renaissance; 423: 1250-1450—the growth of parliament, changes in religious and intellectual life, and the effects of war and the Black Death on 14th-century economy and society. Mate.

430 (G) Renaissance Italy (3) 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 ca. 1500; Machiavelli and Castiglione. Brady.

432 (G) Problems in the German Reformation (3) The German Reformation as an ideological and social movement; Hussitism and the antifederal 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.

433 (G) The French Revolution and Era of Napoleon (3) 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. Prereq: HST 102 or 105 or the equivalent. Birn.

434, 435 (G) Making of the Western Mind (4,4) 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.

436, 437 (G) History of Germany (3,3) 436: from the Peace of Augsburg (1555) to the death of Frederick the Great (1786); 437: to the fall of Bismarck (1890). Berdahl, Chickering.

438 (G) Germany in the 20th Century (3) Domestic tension and outward pressure during the Wilhelmine empire; the German Revolution; the Weimar Republic; National Socialism; Germany since 1945. Chickering.

439 (G) Cultural History from Wordsworth to Marx (3) Major issues in the cultural and intellectual life of Europe, 1790-1850. Pierson.

440 (G) Cultural History from Nietzsche to Freud (3) Major issues in the cultural and intellectual life of Europe, 1870-1920. Pierson.

441, 442, 443 (G) History of France (3,3,3) 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.

444 (G) Europe in the "Golden Age," 1890-1914 (3) 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. Prereq: HST 103 or 302 or equivalent. Chickering.

445 (G) Europe in the Era of Total War, 1914-1929 (3) The Great War and its impact on society and politics; revolution in Russia and central Europe; temporary stabilization in the 1920s. Prereq: HST 103 or 303 or equivalent. Chickering.

446 (G) Europe in the Era of Total War, 1929-1945 (3) Effect of the Great Depression on society and politics; fascism in Germany and Eastern Europe; the international crisis; military aspects of the Second World War; the Nazi imperium, resistance. Prereq: HST 103 or 303 or equivalent. Chickering.

447, 448, 449 (G) History of Russia (3,3,3) 447: the Kievan state and the emergence of Muscovy; 448: creation of the Russian Empire, political, social, and economic developments; 449: revolutionary Russia, 1861 to the present. Alef, Kimball.

450, 451 (G) History of Spain (3,3) 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. Needell.

452, 453 (G) The Russian Revolution (3,3) Origins of the Revolution; transition and instability in pre-Revolutionary Russia. The consequences of the Revolution; the place of the 1917 Revolution in the European and world revolutionary traditions. Kimball.

454 (G) The Recovery of Europe, 1945-Present (3) Recovery 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. Prereq: HST 103 or 303, PS 101, or equivalent. Chickering.

455, 456 (G) Economic History of Modern Europe (3,3) 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.

457 (G) The Era of Jacksonian Democracy (3) United States politics and society from the War of 1812 to the Mexican War, focusing on the rise of Jacksonian democracy. Political realignment, rise of competitive individualism, sectional influences, and emergence of the slavery issue. Maddex.

458 (G) The Era of the Civil War (3) The ascendancy of slavery-related issues in the United States from 1846 until the division of the Union in 1861; the conflict between the Union and the Southern Confederacy, culminating in Union victory and emancipation in 1865. Maddex.

459 (G) The Era of Reconstruction (3) 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.

460 (G) Origins of American Culture, 1740-1830 (3) Examination of factors in American cultural expression: European influences, the role of western population movement, nationalism, and political rhetoric as revealed in art, architecture, and literature. Hanna.

461, 462 (G) History of Modern American Thought and Culture (3,3) 461: 1828-1898—Jacksonian society; Manifest Destiny; Transcendentalism and reform; romanticism and realism in American art; social gospel; Darwinism; Mark Twain's America. 462: 1898-1970s—Manifest Destiny revived; rationale of

Progressive movement; the Golden Twenties; New Deal society; arts and values in wartime; countercultures; civil rights; ecology. Bingham.

464 (G) History of Mexico (3) 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.

465 (G) The Caribbean and Central America in the Modern Period (3) The Caribbean and Central America since the late 18th century, focusing on Cuba, Haiti, and Nicaragua as a way of approaching the more general trends of the region. Topics include the impact of monoculture, struggles for independence, slavery and peonage, relations with the United States, and revolutionary movements. Sophomore standing and HST 350, 351, 352 recommended. Needell.

466 (G) Tudor England (3) The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485-1603. Lang.

467 (G) Stuart England (3) England in the period 1603-1714, with attention to political, economic, social, and intellectual change. Special emphasis on the English Revolution of 1640-1660. Lang.

468 (G) Victorian England (3) Britain, 1815 to 1901. Evangelicalism, Benthamism, population growth; Victorian social controls; political and economic problems of industrialization and urbanization; growth of empire. McGowen.

469 (G) 20th-Century England (3) 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.

470, 471 (G) American Social History (3,3) Population changes; race and ethnicity; religious conflict; adaptation to industrialization and urbanization; distribution of wealth; class structure; changing status of women; social reform movements and social legislation. 470: 19th century; 471: 20th century. Wade.

473, 474, 475 (G) American Foreign Relations (3,3,3) American foreign policy from the Revolution through the Second World War: America's wars, peace negotiations, diplomacy, major treaties, expansion, economic and political influence, Presidential leadership, Congress and the public, arms limitation, isolation and involvement. May.

476, 477 (G) The American West (3,3) The American frontier. 476: the early American frontier; 477: the Great Plains and the Far West. Brown.

478 (G) History of the Pacific Northwest (3) Regional history 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.

479 (G) American Labor Movement (3) Trade union movement from the 1870s to the present with emphasis on varieties of employment and work experience; philosophies of labor leaders; causes and results of major strikes; state and federal labor legislation; political activities of organized labor; and relationship of the labor movement to unorganized workers. Wade.

480, 481, 482 (G) The United States in the 20th Century (3,3,3) Society and politics during the 20th century, emphasizing the transformation of the United States from a rural to an urbanized society and from a continental to a world power. 480: 1900-1921—industrialization, urbanization, immigration, Progressive movement, World War I. 481: 1921-1945—the 1920s, Depression and New Deal, World War II and its social consequences. 482: 1945 to the present—Cold War, consumer culture, civil rights, the 1960s, politics after Vietnam and Watergate. Winkler.

485, 486 (G) Colonial America: 17th and 18th Centuries (3,3) Interaction of European peoples and cultures with the American environment, the formation of American society, and Colonial ideas and institutions that have persisted. 485: European contribution and American beginnings to 1760; 486: American Revolution, Constitution, and Nationalism to the 1790s. Hanna.

487, 488, 489 (G) American Economic History (3,3,3) Economic development of the United States. 487: European settlement to 1861—Colonial America as a 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.

491, 492 (G) Thought and Society in East Asia (3,3) Intellectual life of China and Japan with emphasis on the interaction between ideas and their social and political context. 491: to 1800; 492: 1800 to the present.

494, 495, 496 (G) History of China (3,3,3) 494: from the city-state of Shang through the feudal age to the cultural, economic, and bureaucratic heights of the Sung (960-1279); 495: quickly through the Mongols and the Ming to a consideration of the impact of imperialism in the Ch'ing (1644-1911); 496: the Chinese revolutionary experience in the 20th century. Esherick.

497, 498, 499 (G) History of Japan (3,3,3) 497: 660 B.C. to 1600—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

501 Research (Arr)

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Topics vary from year to year, depending on interests and needs of students and availability of faculty. Three regularly offered seminars of 3 credits each emphasize historical method and historiography and require a major research paper based on primary sources: European History, United States History, East Asian History.

508 Colloquium (Arr) Topics vary from year to year, depending upon interests and needs of students and availability of faculty.

509 Supervised Tutoring Practicum (1-3) P/N only.

510 Experimental Course (Arr)



Honors College

**320 Chapman Hall
Telephone 686-5414
Richard C. Stevenson, 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.

Bernard V. Lightman, Ph.D., Assistant Professor (European intellectual history). B.A., 1973, M.A., 1974, York; Ph.D., 1979, Brandeis.

Departmental Faculty

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

Peter Bergquist, Ph.D., Professor of Music.

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

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

Edward Diller, D.M.L., Professor of Germanic Languages and Literatures.

Randall W. Eberts, Ph.D., Assistant Professor of Economics.

Christopher Ellis, Ph.D., Assistant Professor of Economics.

Leslie K. Greer, M.L.S., Instructor, University Library.
David Herrick, Ph.D., Associate Professor of Chemistry.

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

Holway R. Jones, M.A., Professor, Reference Department, University Library.

Rodney Kilcup, Ph.D., Visiting Assistant Professor of History.

R. Alan Kimball, Ph.D., Associate Professor of History.
Steven W. Kohl, Ph.D., Associate Professor of East Asian Languages and Literatures.

Ellen J. Laing, Ph.D., Maude I. Kerns Professor of Art History.

James W. Long, Ph.D., Senior Instructor of Chemistry.

Stoddard Malarkey, Ph.D., Professor of English.

William C. Mitchell, Ph.D., Professor of Political Science.

Jonathan Monroe, Ph.D., Instructor of Comparative Literature.

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.

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

Daniel A. Pope, Ph.D., Associate Professor of History.

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

Jack N. Rice, Ph.D., Associate Professor of Geology.

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

Allan J. Sieradski, Ph.D., Professor of Mathematics.

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

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

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

Isabel A. Stirling, M.L.S., Associate Professor, University Library.

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

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

Lewis E. Ward, Ph.D., Professor of Mathematics.

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 L. Stein.

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

General Science: Mary L. Fulton.

Geography: Carl L. Johannessen.

Geology: William N. Orr.

German: Peter B. Gontrum.

History: Stanley A. Pierson.

Humanities: Steven D. Lowenstam.

International Studies: Clarence E. Thurber.

Journalism: Dianne Donovan.

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: John Orbell.

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 Arts: Grant F. McKernie.

Predentistry: James A. Weston.

Prelaw: Marilyn M. Bradetich.

Premedicine: William E. Bradshaw.

The Robert Donald Clark Honors College is a small liberal arts college within the larger University. The purpose of the college is to bring together excellent students and teachers in a challenging and supportive academic program. Carefully designed small classes, 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 (B.A.) degree program, supplemented with special colloquia and a senior seminar in the junior and senior years. Course enrollments rarely exceed twenty-five students.

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

Each Honors College student selects a major from the regular departments or professional schools of the University. About 40 percent of the students major in one of the humanities or social sciences, 40 percent in a science, and 20 percent in a professional school discipline. 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; 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. 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.

Full-year Sequences

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

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.

Mathematics. Courses above the MTH 150 level, for example, Topics in Modern Mathematics: an illustration of mathematical thought and application of mathematics to contemporary problems; emphasizes vigorous mathematical thinking; or Calculus: a special section of MTH 201, 202, 203 open to Honors College students; or approved courses, for example, Calculus for the Nonphysical Sciences or computer science.

Science. Approved courses, for example, General Chemistry: first-year college chemistry for selected students with excellent backgrounds in high school chemistry, mathematics, and physics; or Introduction to Experimental Psychology (Honors College): some of the major concepts and areas of research in modern psychology; or Honors College Science: a challenging sequence of courses taught by representatives from several science departments; or other approved courses in anthropology, biology, geology, linguistics, or physics.

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

Social Sciences. Approved courses, for example, 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 Introductory Micro- and Macroeconomics (Honors College); or approved courses in one of the social science departments.

Additional Courses

Colloquia or Tutorials (generally taken 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, and comic morality in literature.

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.

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 (B.A.) degree are the equivalent of second-year competence in a foreign language (by completing second-year course work or by a waiver examination), 36 credits in literature and language, and basic knowledge of health (one course or a waiver examination).

Before graduating, Honors College students must also meet the particular requirements, listed elsewhere in this catalog, of their major department or professional school, and they must maintain at least a 3.00 grade point average (GPA).

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 Office of Admissions.

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. Applicants should forward a copy of the high school grade transcript and results of all College Board Scholastic Aptitude Test (SAT) or American College Test (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; and (c) have a strong desire for a challenging liberal arts education in addition to specialized work in a major.

Applications and questions concerning the

Honors College may be addressed to:

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

Independent Study Program

In addition to the curriculum designed for students who have been admitted to the Honors College, the University has created a special program, administered by the college but not limited to students enrolled in it. The Independent Study Program is designed for students who want to pursue extended scholarly studies in an area not represented within established academic disciplines.

Students working for a Bachelor of Arts (B.A.) in independent study 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.

Courses in the Honors College (HC)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101, 102, 103 Honors College Literature (3,3,3)

Literature and the nature of literary experience through reading great works of prose and poetry drawn from English and other literatures. Resident and departmental faculty.

HST 107, 108, 109 History (Honors College) (3,3,3)

See description under History.

AAA 180 Introduction to Visual Inquiry (3)

See description under Architecture and Allied Arts.

MTH 190, 191, 192 Topics in Modern Mathematics (Honors College) (4,4,4)

See description under Mathematics.

199 Special Studies (1-3)

Topics of current interest.

201, 202, 203 Honors College History of Ideas (3,3,3)

Not offered 1984-85.

GEOL 201, 202, 203 General Geology (4,4,4)

See description under Geology.

MTH 201, 202, 203 Calculus with Analytic Geometry (4,4,4)

See description under Mathematics.

204, 205, 206 Honors College Social Science (3,3,3)

The thought, works, and methods of the social sciences. Resident and departmental faculty.

CH 204, 205, 206 General Chemistry (3,3,3)

See description under Chemistry.

EC 204 Introductory Microeconomics (Honors College) (3)

See description under Economics.

EC 205 Introductory Macroeconomics (Honors College) (3)

See description under Economics.

207, 208, 209 Honors College Science (4,4,4)

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.

211, 212, 213 Honors College Arts and Letters (3,3,3)

Intensive study in several areas of arts and letters; topics and areas change each term. Resident and departmental faculty.

PSY 217, 218, 219 Introduction to Experimental Psychology (Honors College) (4,4,4)

See description under Psychology.

Upper-Division Courses

402 Independent Study (1-17)

Open only to students accepted in the Independent Study Program.

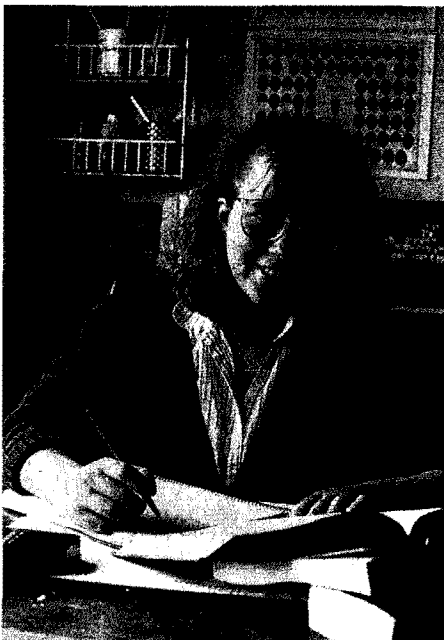
405 Reading and Conference (Arr)

406 Special Problems (Arr)

407 Seminar (Arr) The 3-credit Junior Seminar explores basic research methods and initiates work on the senior thesis or project. The 2-credit Senior Seminar supports early work on the senior thesis or independent scholar project. Resident faculty.

408 Colloquium (Arr) Topics of current interest, usually outside the student's major field. Resident and departmental faculty.

409 Practicum (Arr)



Humanities

302 Condon Hall
Telephone 686-4069
Steven Lowenstam, Program Director

Program Committee

Emmanuel Hatzantonis
Steven Lowenstam
Gary Martin
Mavis Mate
Robert Mazo
Grant McKernie
Richard Sundt
Alan Wolfe

Participating Faculty

Jakov Bačić, Ph.D., Visiting Assistant Professor of Russian.

C. A. Bowers, Ph.D., Professor of Education.

Gordon G. Goles, Ph.D., Professor of Geology.

Sylvia Giustina, M.A., Senior 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.

Steven Lowenstam, Ph.D., Associate Professor of Classics.

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

James Rice, Ph.D., Associate Professor of Russian.

David H. Wagner, Ph.D., Associate Professor of Biology.

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 help students develop an informed and intelligent response to problems in modern society.

Major Requirements

Both lower- and upper-division courses required for a major in 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 requirement for the major in humanities.

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 (B.A.) 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 credits 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 credits of Humanities Program courses at the upper-division level.

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

Honors Program

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 (GPA) of 3.50 in courses taken to meet the upper-division requirements of the major.
3. A senior thesis of substantial quality, approved by the thesis director and the program director.

Courses in Humanities (HUM)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 Introduction to the Humanities I (3) Ideas and modes of vision Western culture has inherited from the Classical period. Readings and discussions focus on literature, philosophy, history, the arts, and religion. Lowenstam.

102 Introduction to the Humanities II (3) Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

103 Introduction to the Humanities III (3) Ideas and modes of vision Western culture has inherited from the Age of Enlightenment to the modern period. Readings and discussions focus on literature, philosophy, the arts, and science. Cadbury.

131 Ascent of Humanity (3) Great revolutions in thought, social structure, and technology; how human beings develop an understanding of their own universe; roots of some of the major problems facing us today. Goles.

199 Special Studies (1-3) Current topics are Ancient Science and Culture, Asian Odyssey, and Slavic Civilization.

Upper-Division Courses

351 Studies in Medieval Culture: [term subject] (3R) Interdisciplinary survey of medieval culture with focus on literature, art and architecture, philosophy, music, and daily life. Geographic areas or motifs may vary from term to term. Typical offerings are Dante and

Cultural Confluences, Medieval History as Drama, and Medieval World. **R** twice when topic changes. Not offered every year.

352 Studies in Renaissance Culture: [term subject] (3R) Interdisciplinary survey of the Renaissance with focus on literature, art and architecture, music, philosophy, and daily life. Geographic areas or motifs may vary from term to term. Typical offerings are Revival of Greek in Renaissance Florence, Venice: Cultural Anatomy, and Renaissance Music and Culture. **R** twice when topic changes. Giustina, Hatzantonis.

354 Studies in Modern Culture: [term subject] (3R) Interdisciplinary survey of modern culture with focus on literature, art and architecture, music, philosophy, and social problems. Geographic areas or motifs may vary from term to term. Typical offerings are Contemporary Germany, *Shogun* and Modern Japan. **R** twice when topic changes. Leppmann, Wolfe, Zuck.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (M) Seminar (Arr) Current topics are Art and Literature of Ancient Greece, Russian History and Literature. Not offered every year.

410 (M) Experimental Course (Arr) All readings may be done in English translation. Recent topics have included Humanistic Foundations of Education, Sport and the Olympic Ideal, and Time and the Human Experience.

Additional Courses

Humanities students may also be interested in the following courses from other disciplines. See descriptions under appropriate departments.

BI 370 The Human Environment (3)

CL 307, 308, 309 Classical World (3,3,3)

CL 321 Classic Myths (3)

HST 411 (G) History of Greece (3)

HST 412, 413 (G) History of Rome (3,3)

HST 440 (G) Cultural History from Nietzsche to Freud (3)

LA 407 (G) Seminar: Landscape Perception (3)

MTH 152 Mathematical Symmetry (3)

PHL 331 Philosophy in Literature (3)

PHL 339, 340 Introduction to Philosophy of Science (3,3)

International Studies

837 Prince Lucien Campbell Hall

Telephone 686-5051

Clarence E. Thurber, Program Director

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).

Colette G. Craig,* Ph.D., Associate Professor of Linguistics (language contact and bilingualism, language and culture, Latin American studies).

Vernon Dorjahn, Ph.D., Professor of Anthropology (Africa, political development, Liberia).

Charles T. 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 Gontrum, 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,* J.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 Planning, Public Policy and Management (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).

Deanna M. Robinson,* Ph.D., Associate Professor of Speech (telecommunication and film, communication and cultural change).

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).

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 Bachelor of Arts (B.A.) degree to students who want a rigorous education in the basic elements of the field. The program provides a sound general education for the student interested in the complex interrelationships (political, economic, social, and cultural) that exist among nations in the highly interdependent modern world.

The program also provides preprofessional training for careers in government, communications, law, business, philanthropic foundations, and voluntary organizations.

Advising 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 grade point average (GPA) of 3.00 or higher. Pass/No pass (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 curricular proposal and a statement of academic and career objectives are then submitted to the committee through the International Studies Program office. If the proposed course of study is accepted, the student must adhere to it unless revisions are approved in the program office.

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 credits. Courses passed with a D grade may not be used to satisfy the major requirements. In addition, three years of a foreign language are required.

Each block in the core program contains courses from a number of departments. The minimum requirement is 15 credits in each block. All courses taken for the major, with the exception of the language requirement, must be graded.

A maximum of 9 credits in courses taken to fulfill the University group requirements may be applied toward the international studies major.

A maximum of 21 credits in courses taken in a single department may be applied toward the international studies major, exclusive of the language requirement. This is to permit an appropriate degree of specialization as well as to encourage double majors.

The program does not offer a minor.

Block A: International Relations. The student concentrates on the basic features of the international system including international governmental relations and foreign policy, international law and organizations, international trade and finance, economic development and transnational corporations, and

international communications. Suggested Block A courses are listed later in this section of the catalog.

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, or 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, 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 later in this section.

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 should take two or more specialized classes which will enable them to concentrate on one of the following: (a) world cultures, (b) population and resources, (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, and the international system in a particular historical period. Proposals under special topics must also be submitted to the program office for approval. Students are encouraged to take most of their Block C courses in only one of these subareas.

Suggested Block C courses are listed later in this section.

Senior Seminar. The required 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 credits, which are included in the 45 credits required for the major.

Language Requirement. Students must achieve proficiency in a single foreign language at a level associated with three years of study. The language should coincide with the regional area chosen in Block B. Proficiency in the

language may be 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 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 P/N 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 credits of specialized study. **Note:** Courses are illustrative only, and the following lists include only the first term of recommended sequences. With prior approval from an adviser, other courses—including those numbered 407 and 410—may be selected from these and other departments.

Block A: International Relations

International Studies. Seminar: International Research Methods (INTL 407).

Business Administration. International Finance and Investment (FINL 463), International Marketing Management (MGMT 475), International Transportation and Distribution Management (TRN 453).

Economics. International Economics (EC 440), The Multinational Corporation (EC 462).

Geography. Political Geography (GEOG 433), Economic Geography (GEOG 434), Urban Geography (GEOG 435).

History. War and the Modern World (HST 216), History of American Foreign Relations since 1941 (HST 321), Europe, Africa, India (HST 365), The United States and the Problems of the Nuclear Age (HST 387).

Journalism. International Journalism (J 491).

Law. International Law (L 571).

Political Science. Modern World Governments (PS 101), Crisis and Response in International Politics (PS 105), 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), Communist Political Systems (PS 335), International Protection of Human Rights (PS 419), International Organization (PS 420), International Law (PS 422), Comparative Foreign Policies (PS 440), International Political Economy (PS 449), Political Behavior (PS 470), Political Leadership (PS 477), National Security Policy (PS 496).

Sociology. Marxist Sociological Theory (SOC 375), Systems of War and Peace (SOC 464).

Block B: Regional Cultures and Area Studies

AFRICAN STUDIES

International Studies. Seminar: African Literature (INTL 407).

Anthropology. Selected Topics in Ethnology: Problems of Contemporary Africa (ANTH 210), Peoples of South Africa (ANTH 326), Political Anthropology (ANTH 453).

English. Black Prose (ENG 310).

Geography. Geography of Africa (GEOG 205).

History. Afro-American History (HST 221).

ASIAN STUDIES. See **Asian Studies** section of this catalog.

ENGLISH

English. Survey of English Literature (ENG 204), English Novel (ENG 321), English Drama (ENG 411), Folklore and Mythology of the British Isles (ENG 418).

History. English History (HST 304), 20th-Century England (HST 469).

FRENCH

French. Introduction to French Literature (FR 301), French Poetry (FR 317), Contemporary French Theater (FR 318), Short Fiction (FR 320), Romanticism (FR 421), French Culture and Civilization (FR 429).

History. History of France (HST 441).

GERMAN

German. Contemporary Germany (GER 240), Contemporary German Fiction in Translation (GER 257), Masterpieces of German Literature (GER 301), Introduction to German Literature (GER 324), German Culture and Civilization (GER 340), Topics in German Culture and Civilization (GER 440).

History. History of Germany (HST 436).

ITALIAN

Italian. Survey of Italian Literature (ITAL 307), Introduction to Italian Literature (ITAL 377), 20th-Century Italian Literature (ITAL 486).

History. Renaissance Italy (HST 430).

LATIN AMERICAN STUDIES. See **Latin American Studies** section of this catalog.

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), Seminar: The Pacific Challenge (INTL 407), Seminar: The Overseas Executive (INTL 407).

Anthropology. Peoples of the Pacific (ANTH 341).

RUSSIAN AND EAST EUROPEAN STUDIES. See **Russian and East European Studies** section of this catalog.

SCANDINAVIAN

Art History. Scandinavian Art (ARH 457).

Scandinavian. Ibsen to Hamsun in Translation (SCAN 351).

SPANISH

History. History of Spain (HST 450).

Spanish. Modern Spanish Literature (SPAN 314), Hispanic Culture and Civilization (SPAN 361), Spanish Women Writers of the 20th Century (SPAN 440), Modern Spanish Poetry (SPAN 458).

WESTERN EUROPEAN STUDIES

Geography. Geography of Europe (GEOG 201), Geography of Western Europe (GEOG 464).

History. The Making of Modern Europe (HST 104), Europe since 1789 (HST 301), Europe in the Golden Age, 1890-1914 (HST 444), The Recovery of Europe, 1945-Present (HST 454), Economic History of Modern Europe (HST 455).

Political Science. Politics of Western Europe I (PS 424).

Block C: Global Perspectives and Issues

WORLD CULTURES

International Studies. World Value Systems (INTL 250), Seminar: World Value Systems (INTL 407).

Anthropology. Ethnology of Hunters and Gatherers (ANTH 301), Exploring Other Cultures: Women and Culture (ANTH 310), Race, Culture, and Sociobiology (ANTH 414), Cultural Transmission (ANTH 415), Culture and Personality (ANTH 420), Cultural Dynamics (ANTH 450).

Dance. Cultural Backgrounds of Folk Dance, Music, and Art (DP 257), Dance Cultures of the World (DP 452).

Education. Anthropology and Education I (CI 582), Ethnographic Research in Education (CI 585), Values and Human Behavior (CPSY 493), Counseling Nonwhite American Minorities (CPSY 495), Education in Anthropological Perspective (EDPM 471), Comparative Education (EDPM 598).

English. World Literature (ENG 107).

Geography. Landscape, Environment, and Culture (GEOG 103), Cultural Geography (GEOG 436), Geography of Languages (GEOG 438), Ethnic Geography (GEOG 439).

History. World Civilizations (HST 110).

Humanities. Ascent of Humanity (HUM 131).

Music. Music in World Cultures (MUS 258).

Philosophy. Science and Humanity (PHL 206), Social and Political Philosophy (PHL 307).

Political Science. Political Theory: 19th and 20th Centuries (PS 432), Politics of Multi-Ethnic Societies (PS 443).

Psychology. Prejudice (PSY 415), Group and Individual Differences (PSY 419), Psycholinguistics (PSY 440).

Religious Studies. Great Religions of the World (R 201).

POPULATION AND RESOURCES

International Studies. Population and Global Resources (INTL 251), Seminar: Population and Global Resources (INTL 407).

Anthropology. Food and Culture (ANTH 333), Human Population Genetics (ANTH 470).

Biology. Human Genetics (BI 222), Economic Botany (BI 232), The Human Environment (BI 370), Marine Ecology (BI 478).

Chemistry. Chemistry, Nutrition, and World Food (CH 121).

Geography. The Natural Environment (GEOG 101), Geography of Energy (GEOG 372), Geography of Water Resources (GEOG 483), World Regional Climatology (GEOG 487).

Geology. Oceanography (GEOL 353).

Health. World Health Problems (HEP 571).

Law. Environmental Law (L 576), Law of the Sea (L 577).

Physics. Physics of Energy and Environment (PH 114).

Political Science. Ocean Politics (PS 423), Environmental Politics (PS 497).

Sociology. Communities, Population, and Resources (SOC 210), World Population and Social Structure (SOC 303), Sociology of the Environment (SOC 416).

PROBLEMS OF DEVELOPMENT

International Studies. Rich Nations and Poor Nations: Conflict and Cooperation (INTL 252), Seminar: Aid to Developing Countries (INTL 407), Seminar: International Community Development (INTL 407), Seminar: National Planning and Development (INTL 407), Seminar: Science and Development (INTL 407).

Economics. Marxian Economics (EC 450), Economic Development (EC 457).

Political Science. Communist Political Systems (PS 335), Marxist Political Theories (PS 433), Political Development and Revolution (PS 475).

Sociology. Sociology of Developing Areas (SOC 450).

Graduate Studies

An interdisciplinary Master of Arts (M.A.) program in international studies is offered for students who contemplate careers in foreign affairs, international organizations, or domestic organizations with international activities. A minimum of 63 credits must be completed for the degree. Students without prior international experience are also expected to serve a relevant 12-credit 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 her or his adviser, the student develops 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; international business; 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 credits needed to complete the degree, students are required to take a minimum of 27 graded credits: 12 in the interdisciplinary core and 15 in the professional concentration area. A maximum of 21 credits may be taken in any one department in order to permit an appropriate degree of specialization.

Interdisciplinary Core. All students take 18 credits of interdisciplinary courses in international studies, which form the common core of the curriculum. The core is comprised of four major competence areas: cross-cultural under-

standing and communication; understanding the dynamics of relations between the United States and developing countries; understanding major development theories and approaches; and competence in cross-cultural research methods. Students may select from a range of specified courses to satisfy this requirement. A minimum of one course must be taken from each competence area.

Professional Concentration Area. All students take approximately 24 credits in their area of professional concentration. Courses in the concentration area are chosen in consultation with an adviser from the relevant cooperating department or professional school. Concentration areas vary according to student interests and needs. For example, given the rapid influx of foreign students into United States universities, counseling is likely to become an increasingly important professional concentration area. For students interested in agricultural extension and rural development, courses may be taken at Oregon State University. (For information on concurrent enrollment, see the **Registration and Academic Policies** section of this catalog.) 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 24 credits emphasizing international 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 credits 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 credits 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 internship, served in conjunction with a 3-credit 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 credits are awarded for a thesis and 3 to 6 credits 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 than on language and area studies.

Courses in International Studies (INTL)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See **Registration and Academic Policies** for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3R)

200 SEARCH (1-3)

250 World Value Systems (3) Origin, diffusion, evolution, and present distribution of some of the major belief systems in the world and their implications for harmony and discord. Majors and students considering this major are encouraged to take INTL 250, 251, 252.

251 Population and Global Resources (3) 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. 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.

252 Rich Nations and Poor Nations: Conflict and Cooperation (3) Comparison between developing and more advanced countries. Significant differences in economies, politics, social structure, culture, and world outlook. The context in which the people of various countries seek to improve their quality of life. Ability to cope with various choices such as risk or security.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

403 (M) Thesis (Arr)

405 (M) Reading and Conference (Arr)

406 (M) Field Studies (Arr) Prereq: instructor's consent. P/N only.

407 (G) Seminar (Arr) Current topics include Aid to Developing Countries, International Community Development, International Research Methods, The Japan Phenomenon, National Planning and Development, The Overseas Executive, The Pacific Challenge, Population and Global Resources, African Literature, World Value Systems.

409 (M) Practicum (Arr) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: program director's consent. P/N only.

410 (G) Experimental Course (Arr)

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Field Studies (Arr) Prereq: graduate standing and exit project committee's consent. P/N only.

509 Practicum (Arr) Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies. Prereq: program director's consent. P/N only.

510 Experimental Course (Arr)

Latin American Studies

272 Condon Hall
Telephone 686-5116

Executive Committee

Colette Craig
Robert Jackson
Clarence Thurber
Philip Young

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 (Latin America).

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. History of Latin America (HST 350, 351, 352).
2. The equivalent of two years of college-level Spanish or Portuguese or both.
3. A major concentration in one of the following areas (requirements for each are listed below): anthropology, geography, history, or Spanish literature.
4. A minimum of 12 credits in Latin American area courses (listed below).

Anthropology. Students choosing a major concentration in anthropology must complete the following courses:

Introduction to Physical Anthropology (ANTH 104), Introduction to Archaeology (ANTH 107), and Introduction to Cultural Anthropology (ANTH 108).

9 credits in physical anthropology courses numbered 300-499.

9 credits in cultural anthropology courses numbered 300-499 including Native Central Americans (ANTH 318) and Native South Americans (ANTH 319).

9 credits in prehistory courses including Middle American Prehistory (ANTH 462) and South American Prehistory (ANTH 463).

6 additional credits in Latin American anthropology chosen from Research: Latin America (ANTH 401), Reading and Conference: Latin America (ANTH 405), and Seminar: Modern Latin America (ANTH 407).

The advisers for Latin American anthropology are William Ayres, Don Dumond, and Philip Young.

Geography. Students choosing a major concentration in geography must complete a minimum of 33 additional credits in that field, of which 24 must be upper division. Specific requirements include the following:

9 credits of basic geography chosen from The Natural Environment (GEOG 101), Landscape, Environment, and Culture (GEOG 103), Urban Environment (GEOG 105), and Reading and Interpretation of Maps (GEOG 180).

12 additional credits of Latin American geography chosen from Research: Latin America (GEOG 401), Reading and Conference: Latin America (GEOG 405), Seminar: The Latin American City (GEOG 407), Seminar: Latin America (GEOG 407), and 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 credits in history, of which 18 must be upper division. Specific requirements include the following:

History of Western Civilization (HST 101, 102, 103).

6 additional credits in Latin American history chosen from Research: Latin America (HST 401), Reading and Conference: Latin America (HST 405), Seminar: Latin America (HST 407), History of Mexico (HST 464), and The Caribbean and Central America in the Modern Period (HST 465).

At least 12 credits of the history program must be in courses numbered 400-499.

The advisers for Latin American history are Paul Holbo and Jeffrey Needell.

Spanish Literature. Students choosing a major concentration in Spanish literature must complete a minimum of 45 upper-division credits, as outlined in the **Romance Languages** section of this catalog under "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 credits 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), The Caribbean and Central America in the Modern Period (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 Interinstitutional Council on Study Abroad (NICS). 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, Carl Johannessen, Jeffrey Needell, or Clarence Thurber), 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., 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 Maisch, 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

Sarah A. Douglas, Ph.D., Assistant Professor of Computer and Information Science.

Arthur Farley, Ph.D., Associate Professor of Computer and Information Science. On leave 1984-85.

Noriko Fujii, Ph.D., Assistant Professor of East Asian Languages and Literatures.

John Gage, Ph.D., Associate Professor of English.

M. A. Gernsbacher, Ph.D., Assistant Professor of Psychology.

Stanley B. Greenfield, Ph.D., Professor of English.

Peter Jusczyk, Ph.D., Associate Professor of Psychology.

Kenneth Liberman, Ph.D., Assistant Professor of Sociology.

Steven D. Lowenstam, Ph.D., Associate Professor of Classics.

Helmut Plant, Ph.D., Associate Professor of Germanic Languages and Literatures.

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

Theodore Stern, Ph.D., Professor Emeritus of Anthropology.

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 options—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 Program

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 (GTFs) 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

- Two years of one foreign language and one year of another.
- The following required courses in linguistics:
 - Introduction to Linguistics (LING 290)
 - Languages of the World (LING 311)
 - Phonetics (LING 411)
 - Introduction to Phonology (LING 450)
 - Introduction to Syntax (LING 451)
 - Introduction to Semantics (LING 452)
 - Historical and Comparative Linguistics (LING 460)
 - Sociolinguistics (LING 490)
- At least 12 additional credits selected either from linguistics courses or from courses in other departments listed as relevant to linguistics. At least 6 of these must be upper-division credits, including at least one undergraduate Proseminar (LING 407).
- 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.
- The study program of linguistics undergraduate majors must be approved by the departmental undergraduate adviser.

Minor Requirements

The Department of Linguistics offers a minor in either of two options: cognitive science or social science. Listed below are courses required for completion of the minor in each option.

Cognitive Science	24 credits
Introduction to Linguistics (LING 290) or	
Elements of Linguistics (LING 421)	4
Phonetics (LING 411)	4
Introduction to Phonology (LING 450) or	
Discourse Analysis (LING 522)	4
Introduction to Syntax (LING 451)	4
Introduction to Semantics (LING 452)	4
Empirical Methods in Linguistics (LING 470)	4
Social Science	26 credits
Introduction to Linguistics (LING 290) or	
Elements of Linguistics (LING 421)	4
Language, Culture, and Society (LING 295)	3
Languages of the World (LING 311)	3
Phonetics (LING 411)	4
Introduction to Phonology (LING 450)	4
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:

- A functional approach to the study of language structure and use.
- An empirical, live-data, field-work, experimental, and cross-linguistic approach to the methodology of linguistic research.
- Interdisciplinary emphasis on the place of human language in its wider natural context.
- English as a second language, at both the teaching-methodology and research levels, and applied linguistics in general.

Master of Arts

The Master of Arts (M.A.) program in linguistics offers two major options—one in linguistics, the

other in applied linguistics (AL) and English as a second language (ESL). Both options require solid course work in language structure, function, and use. Students in the AL-ESL option are expected to take most of their elective courses within the ESL curriculum; other students may pursue a variety of electives in both linguistics and related disciplines.

Admission Requirements. Admission into the M.A. program assumes the completion of the equivalent of the courses required for the B.A. in linguistics. Students may be admitted into the program without having previously completed such courses, but 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, totaling 34 credits, are required for an M.A. in linguistics:

- One Proseminar (LING 407G) or Seminar (LING 507)
- Empirical Methods in Linguistics (LING 470G)
- Linguistic Theory: Phonology (LING 514)
- Linguistic Theory: Syntax (LING 515)
- Linguistic Theory: Semantics (LING 516)
- Field Methods I, II, III (LING 517, 518, 519)

Elective Courses. Students working toward an M.A. degree must take an additional 17 credits in graduate-level courses (not including LING 450, 451, or 452 M), chosen either from linguistics or from relevant related disciplines and approved by the departmental graduate adviser. For M.A. students pursuing the AL-ESL option, these courses must include:

- Teaching English as a Second Language: Theory (LING 444G)
- Teaching English as a Second Language: Methodology (LING 445G)
- English Grammar (ENG 490G)
- Teaching English as a Second Language: Practicum (LING 509)
- Advanced Teaching English as a Second Language (LING 545)

M.A. Examination. The M.A. degree in linguistics 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 Chinese, French, German, Japanese, Russian, or Spanish, but the student may petition to substitute another language for one of the above if the student's study program or other special circumstances justify such a substitution.

Required Courses. No specific courses are required for the Ph.D. Students must complete at least 32 credits of graduate courses in linguistics or related fields approved by their doctoral adviser. Of these 32 credits, at least 16 must be in linguistics and must include at least two seminars (one in syntax, semantics, or pragmatics). No 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.

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 in Linguistics (LING)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

English as a Second Language (ESL) Courses

81 English Pronunciation for Foreign Students (2) Practice in the pronunciation of English; diagnosis of pronunciation problems; practice in accurately producing English sounds, sound sequences, stress, and intonation.

82 Listening Comprehension for Foreign Students (3) Practice in developing listening comprehension and in note taking; practice in listening to spoken English with emphasis on identifying main ideas and relationships.

83 Oral Communication for Foreign Students (3) Participation in conversation groups aimed at developing expository and expressive oral skills; emphasis on improving conversational skills dealing with academic subject matter.

84 Reading and Vocabulary Development for Foreign Students (3) Development of reading and vocabulary skills in academic subjects. Readings selected from areas of student interest.

Lower-Division Courses

150 Structure of English Words (3) 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.

199 Special Studies (1-3) Survey of various topics in linguistics.

290 Introduction to Linguistics (4) Study of human language and 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. Prereqs: credit for LING 421.

295 Language, Culture, and Society (3) Ways in which language reflects culture and in turn determines cultural world view; interaction between language and social structure, social relations and interpersonal communication; universals of human cognition and communication in relation to the emergence of social and cultural patterns.

Upper-Division Courses

311 Languages of the World (3) A survey of the variability and distribution of the languages of the world in terms of linguistic typology, genetic relationships, and geographic location. Prereq: LING 290 or 421.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 (G) Research (Arr) Individual research supervised by a faculty member. Prereq: instructor's consent.

403 (M) Honors Thesis (Arr)

405 (G) Reading and Conference (Arr) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

407 (G) Proseminar (Arr) Topics include history of linguistics, language contact, morphology, discourse pragmatics, conversational analysis, acoustic phonetics, psycholinguistics, language acquisition, applied linguistics. Prereq: LING 451, 452.

410 Experimental Course (Arr)

411 (M) Phonetics (4) Study of the articulatory acoustic basis for the classification and description of speech sounds; relevance of this phonetic base to phonological analysis. Pre- or coreq: LING 290.

421 (M) Elements of Linguistics (4) Intended primarily for nonmajors. Basic elements of language structure, function, and use, including basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. Prereqs: credit for LING 290.

426 (G) Analysis of Language Structure: [term subject] (3R) Structure of individual languages, language subfamilies, or families. Specific languages vary, with selection most likely from Arabic, Austronesian, Bantu, Chinese, Greek, Hebrew, Hindi, Japanese, Latin, Mayan, Penutian, Persian, Romance, Salish, Semitic, Sino-Tibetan, Thai, Uto-Aztecan. Prereq: LING 450, 451, 452 or instructor's consent. **R** when topic changes. Not offered every year.

444 (G) Teaching English as a Second Language: Theory (4) Introduction to second-language acquisition and the teaching of English as a second language. Lectures, field research, research paper. Prereq: LING 290 or 421; pre- or coreq: LING 451.

445 (G) Teaching English as a Second Language: Methodology (4) Development of instructional materials, techniques, and methods in teaching English as a second language (TESL); testing and evaluation of materials, techniques, and methods. Lectures, field research, research paper. Prereq: LING 444.

450 (M) Introduction to Phonology (4) 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. Prereq: LING 411 or equivalent.

451 (M) Introduction to Syntax (4) The place of syntax in grammar and its interaction with the lexicon, semantics, and discourse-pragmatics. The basic elements of syntactic structure and grammatical morphology. Oriented toward the analysis of typologically diverse data from many languages. Prereq: LING 290 or 421.

452 (M) Introduction to Semantics (4) Study of meaning in natural language at the level of lexical semantics, propositional semantics, and discourse-pragmatics. Oriented toward the analysis of natural language data. Prereq: LING 451.

460 (G) Historical and Comparative Linguistics (4) Principles of language change and the methods of comparative and internal reconstruction; typological change in phonology, morphology, and syntax;

language families and protolanguages. Prereq: LING 450, 451.

470 (G) Empirical Methods in Linguistics (4)

Empirical, quantified methods of data collection and analysis; surveys, questionnaires, experimental design and elicitation, statistical evaluation of results. Data derived primarily from discourse, conversation, psycholinguistics, first- and second-language acquisition, speech pathology, speech and writing deficiencies. Prereq: LING 450, 451, 452 or instructor's consent.

490 (G) Sociolinguistics (3) Language in relation to social and interpersonal interaction. Topics may include dialect geography, social and ethnic dialects, language contact, bilingualism and multilingualism, pidgins and creoles, or conversational analysis. Prereq: LING 450, 451, 452 or instructor's consent.

Graduate Courses

501 Research (Arr) Individual research on a specific topic supervised by a faculty member. Prereq: instructor's consent. P/N only.

503 Thesis (Arr) Individual research on M.A. thesis or Ph.D. dissertation, supervised by a faculty member. Prereq: instructor's consent. P/N only.

505 Reading and Conference (Arr) Individual reading and bibliographic work supervised by a faculty member. Prereq: instructor's consent.

507 Seminar (Arr) Topics include 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. Prereq: LING 450, 451, 452 or instructor's consent.

509 Teaching English as a Second Language: Practicum (3) Supervised practicum in teaching English as a second language (TESL) either to adults or to children. Prereq: LING 444, 445.

510 Experimental Course (Arr)

514 Linguistic Theory: Phonology (4) Detailed investigation of issues in phonological theory. Topics may include 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. Required research paper. Prereq: LING 450, 460.

515 Linguistic Theory: Syntax (4) 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. Required research paper. Prereq: LING 451, 452.

516 Linguistic Theory: Semantics (4) Detailed investigation of issues in semantic and pragmatic theory. Topics may include universals of lexical semantics, propositional semantics, and discourse pragmatics and their interaction, semantics in philosophy and logic, formal models in semantic description. Required research paper. Prereq: LING 451, 452.

517, 518, 519 Field Methods I, II, III (5,5,5) Supervised linguistics fieldwork with language informants, both in and out of class. Application of language universals to the elicitation, analysis, and evaluation of data from particular languages; the writing of phonological, lexical, and grammatical descriptions; sentence versus text elicitation. Must be taken in sequence. Prereq: LING 450, 451, 452.

522 Discourse Analysis (4) Study of language data beyond the sentence level; methods of elicitation and analysis of oral and written texts; quantitative text analysis. Topics may include information structure of discourse, discourse and syntax, conversational analysis, discourse pragmatics, discourse processing by the brain. Prereq: LING 451, 452.

545 Advanced Teaching English as a Second Language (4) Current issues and research—both theoretical and applied—in second-language acquisition and teaching as related to teaching English as a second language (TESL). Prereq: LING 445.

Mathematics

218 Fenton Hall

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Charles R. B. Wright, Department Head

Faculty

Frank W. Anderson, Ph.D., Professor (algebra). B.A., 1951, M.S., 1952, Ph.D., 1954, Iowa.

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Bruce A. Barnes, Ph.D., Professor (Banach algebras, operator theory). B.A., 1960, Dartmouth; Ph.D., 1964, Cornell.

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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.

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., Associate Professor (representation theory, combinatorics, multiplication of forms). M.A., 1963, Ph.D., 1966, Leningrad.

Emeriti

Glenn T. Beelman, A.M., Senior Instructor Emeritus. B.S., 1938, South Dakota State; A.M., 1962, George Washington.

Kenneth S. Ghent, Ph.D., Professor Emeritus (number theory). B.A., 1932, McMaster; S.M., 1933, Ph.D., 1935, Chicago.

Ivan M. Niven, Ph.D., Professor Emeritus (number theory). B.A., 1934, M.A., 1936, British Columbia; Ph.D., 1938, Chicago.

Undergraduate Studies

Mathematics courses at the University are designed to satisfy the needs of both majors and nonmajors interested in mathematics primarily as part of a broad liberal education. They also provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Preparation. Students planning to major in mathematics at the University should take three or four years of high school mathematics. 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 credits 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, MTH 201, 202, 209, and MTH 207-209 satisfy the cluster requirement. Until September 1985, students who first enrolled prior to September 1982 or who transferred with 30 or more credits 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 (Pass) 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 Requirements

The department offers undergraduate preparation for graduate work in mathematics and statistics; for mathematics teaching at the secondary level; and for positions in government, business, and industry. Each student's major program is individually constructed in consultation with an adviser.

To qualify for a 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 credits in upper-division mathematics courses must be taken in residence at the University.

All mathematics majors must take Elementary Analysis (MTH 321); all majors 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 (AP) credit should alter this schedule accordingly. The prerequisite for MTH 412 is MTH 331 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 credits (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 credits (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 201, 203, 234.

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 credits (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 or physics may be substituted for one of these sequences. Upper-division geology sequences must have prior approval.

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 credits (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 328; MTH 354-355; MTH 415-417; MTH 441, 442; MTH 443; MTH 465.

Option Five: Social Science or Business Emphasis.

Required: 36 upper-division mathematics credits (exclusive of MTH 425-427), 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; DSC 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 credits (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 credits (exclusive of MTH 425-427), including MTH 321 or 212; MTH 341-343; MTH 344, 345; MTH 346 or 441; MTH 331 or 411.

Also required: CIS 131 and at least 18 credits 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 credits (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.

Minor Requirements

The minor program is intended for any student with a strong interest in mathematics, regardless of major. While students in such closely allied fields as computer and information science or physics often complete double majors, students with more distantly related majors such as psychology or history may find the minor program useful.

To earn a minor in mathematics, a student must complete at least 24 credits in mathematics at the 200 level or higher, excluding Elements of Statistical Methods (MTH 425-427) and including at least 18 upper-division credits. Only one grade of D may be counted toward fulfilling the upper-division requirement. All upper-division courses must be taken for grades. The flexibility of the mathematics minor program allows each student, in consultation with a mathematics adviser, to tailor the program to his or her own needs.

Elementary School Teaching

For certification to teach in an elementary school in Oregon, the 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.

Facilities

The department office and the Mathematics Library, a branch of the Science 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 of Science or Arts

Master's degree programs leading to the M.S. or M.A. degree are available to suit the needs of students with differing aspirations. There are programs for those intending to continue toward the doctorate and for those who plan to conclude their formal study of pure or applied mathematics at the master's level. A teachers' master's program gives intensive preparation for those planning careers in secondary school or community college teaching. An interdisciplinary 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 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 master's degrees except under the pre-Ph.D. option outlined below. This examination is waived under circumstances outlined in the departmental *Graduate Student Handbook*.

Pre-Ph.D. Master's Degree Program. Of the required 45 credits, at least 18 must be in 500-level mathematics courses; at most, 15 may be in graduate-level courses other than mathematics.

Students must complete two 500-level sequences acceptable for the qualifying examinations in the Ph.D. program. In addition, they must complete either one other 500-level sequence or a combination of three terms of 500-level courses approved by the master's degree subcommittee of the Graduate Affairs Committee.

Master's Degree Program. Of the required 45 credits, at least 9 must be in 500-level mathematics courses, excluding MTH 505; at most, 15 may be in graduate-level courses other than mathematics.

Students must take a minimum of two of the following sequences and one 500-level sequence, or two 500-level sequences and one of the following: MTH 412-414 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 Degree Program. Of the required 45 credits, at least 9 must be in 500-level mathematics courses.

Students must take at least 36 credits in mathematics courses at either the 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 differential equations or functions of several variables.

Interdisciplinary Studies: Teaching and Mathematics. This program is intended for secondary school teachers of mathematics. To be admitted, an applicant must have had at least 18 undergraduate credits in mathematics and a reasonable background in education courses as evidenced by holding a basic Oregon certificate for secondary teaching or other equivalent credential. The program may be coordinated with work toward the standard teaching certificate.

Of the required 45 credits, at least 9 must be in 500-level courses.

Students must take a minimum of 9 credits of planned graduate education and 36 credits of planned graduate mathematics courses (400M, 400G, and 500 levels).

Planned courses are selected and approved at the start of the program of study and may not be altered except with permission of the student's adviser.

Doctor of Philosophy

The Ph.D. is a degree of quality not to be conferred in routine fashion after completion of any specific number of courses or after attendance in Graduate School for a given number of years.

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 it orally in a formal public meeting.

Language Requirement. The department expects Ph.D. candidates to be able to read mathematical material in two foreign languages selected from French, German, and Russian. (Alternative languages are acceptable in certain fields.) Language requirements may be fulfilled by (a) passing a departmentally administered examination; (b) satisfactorily completing a second-year college-level language course; or (c) passing an Educational Testing Service (ETS) examination.

Comprehensive Examination. This is an oral examination emphasizing the basic material in the student's general area of interest. A student is expected to take this examination during the first three years in the combined pre-Ph.D. and Ph.D. programs. To be eligible to take this examination, a student must have completed the language examinations and nearly all the course work needed for the Ph.D.

Dissertation. Ph.D. candidates in mathematics must submit a dissertation containing substantial original work in mathematics. There are no requirements for final defense of thesis in mathematics other than those of the Graduate School.

Courses in Mathematics (MTH)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Remedial Course

40 Preparatory Mathematics (4) For students whose preparation includes less than one year of algebra or whose placement examination scores indicate inadequate preparation for entry into the regular mathematics curriculum. Carries 4 credits for enrollment eligibility but not for graduation. 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.

Lower-Division Courses

100 Intermediate Algebra (4) Fundamentals of algebra, but not intended for beginners. Designed as a review for those with a year (or a little more) of high school algebra. Not open for credit to students with four years of high school mathematics including trigonometry. Prereq: MTH 40 or satisfactory placement score.

101 College Algebra (4) 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. Prereq: MTH 100 or satisfactory placement test score.

102 Elementary Functions (4) Trigonometric, logarithmic, and exponential functions and their graphs. Intended as preparation for MTH 201. Prereq: MTH 101 or satisfactory placement test score.

115 Preparation for Calculus (4) 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. Prereq: satisfactory placement test score. Offered fall term only.

121, 122, 123 Mathematics for Elementary Teachers (3,3,3) 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. Calculators, concrete materials, and problem-solving approaches. Prereq for 121: passing an entrance test based upon arithmetic, elementary algebra, and geometry. Prereq for 122 and 123: passing preceding course with a grade of C or better. Open only to prospective elementary teachers.

124 Mathematics of Finance (4) Simple and compound interest and discount annuities, periodic-payment plans, bonds, depreciation, mathematics of insurance, and other topics related to business. Prereq: MTH 101 or equivalent. Not offered every year; last offered summer 1983.

150 Introduction to Probability (3) Elementary survey emphasizing basic concepts; application to problems in many fields. Not open to students with credit for MTH 232. Prereq: MTH 100 or entrance placement for MTH 101.

151 Combinatorics (3) Study of counting problems where simple enumeration is impractical; permutations, networks; interesting historical problems; applications to economics, statistics, and computer programming. Not open to students with credit for MTH 232. Prereq: MTH 100 or entrance placement for MTH 101. Not offered every year; last offered spring 1983.

152 Mathematical Symmetry (3) Common mathematical symmetry properties of objects occurring in architecture, art, and the natural sciences; reflections and rotations; the concept of a group of symmetries. Prereq: one year of high school geometry and MTH 100 or entrance placement for MTH 101.

153 Introduction to Game Theory (3) 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. Prereq: MTH 100 or entrance placement for MTH 101.

154 Mathematical Milestones (3) Examination of several major mathematical discoveries of the 18th and 19th centuries with emphasis on particular results rather than on the overall flow of history. Prereq: one term of 100-level mathematics or departmental consent. Not offered every year; last offered winter 1976.

155 Maximum and Minimum Problems (3) Use of inequalities to determine maximum and minimum values in arithmetic, algebra, and geometry. Prereq: MTH 101 or equivalent. Not offered every year; last offered winter 1975.

156 Concepts of Statistics (3) Fundamental ideas of statistics with illustrative examples. Correct problem formulation and correct use of definitions and notation. Features of modern statistical thinking in a mathematically elementary atmosphere. Primarily for lower-division students. Prereq: MTH 100 or entrance placement for MTH 101.

157 Elementary Theory of Numbers (3) Basic properties of whole numbers. Topics include prime numbers, congruences, Fermat's theorem, equations in integers, irrational numbers, and famous unsolved problems. Prereq: MTH 100 or entrance placement for MTH 101. Not offered every year; last offered spring 1982.

158 Introduction to Matrix Algebra (3) Vectors and matrices, matrix algebra, linear and quadratic forms, applications to two- and three-dimensional geometry, linear least squares, and Markov chains. Prereq: MTH 101 or equivalent.

190, 191, 192 Topics in Modern Mathematics (Honors College) (4,4,4) Selected topics chosen to illustrate mathematical thought and application of mathematics to contemporary problems. Does not provide preparation for calculus. Prereq: one and one-half years of high school algebra or MTH 100.

199 Special Studies (1-3)

201, 202, 203 Calculus (4,4,4) Standard sequence for students of physical, biological, and social sciences and of mathematics. Prereq: MTH 102, MTH 115, or high school trigonometry and satisfactory placement score. Credit cannot be received for both MTH 201

and 207, nor for both 202 and 208. However, credit can be received for both MTH 203 and 209.

207, 208, 209 Calculus for the Nonphysical Sciences (4,4,4) 207, 208: 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; discrete and continuous probability, sampling distributions, point and interval estimation. For students in the social and managerial sciences whose programs do not require upper-division courses in calculus. Those planning graduate study should consult an adviser before beginning this sequence. Prereq: MTH 101 or satisfactory placement test score. Credit cannot be received for both MTH 201 and 207, nor for both 202 and 208. However, credit can be received for both MTH 203 and 209.

210, 211, 212 Theory of Calculus (2,2,2) 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. Not offered every year; last offered 1980.

231, 232, 233 Elements of Discrete Mathematics (4,4,4) 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. Prereq: MTH 101 or satisfactory placement test score.

Upper-Division Courses

321 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus, including continuity and differentiation, sequences and series, uniform convergence and continuity. Prereq: year sequence in calculus. Not open to students who have credit in MTH 212.

328 Number Theory (3) Divisibility, congruences, number theoretic functions, Diophantine equations. Prereq: year sequence in calculus or instructor's consent.

331, 332, 333 Calculus of Several Variables with Linear Algebra (4,4,4) 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; some students who take this sequence do not need to take MTH 411. Prereq: MTH 203 or instructor's consent.

341, 342, 343 Fundamentals of Algebra (3,3,3) Complex numbers, the theory of equations, and an introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: year sequence in calculus or instructor's consent.

344, 345 Fundamentals of Geometry (3,3) Analysis of Euclidean and non-Euclidean geometries using vectors, transformations, and coordinates as well as synthetic techniques in two and three dimensions. Prereq: year sequence in calculus or instructor's consent.

346 Fundamentals of Statistics (3) Topics in probability and statistics for prospective secondary school teachers 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. Prereq: year sequence in calculus or instructor's consent.

354, 355 Mathematical Logic and Set Theory (3,3) 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. Prereq: year sequence in calculus or instructor's consent.

Note: Courses designated (M) or (G) may be taken for graduate credit.

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

410 (G) Experimental Course (Arr)

411 (M) Introductory Linear Algebra (3) Computational vector and matrix algebra; n -dimensional vector spaces; systems of linear equations; linear maps; rank, nullity; determinants. Applications. Prereq: two terms of calculus or instructor's consent. Students who have credit for MTH 331-333 should consult a mathematics adviser before enrolling.

412 (G) Linear Algebra (3) Materials of MTH 411 from a theoretical point of view; introduction to advanced work in algebra (see MTH 413 or 415). Topics include theory of linear dependence; bases and dimensions; linear transformations and matrices; vector spaces with an inner product; theory of determinants. Prereq: MTH 331, 411, or instructor's consent.

413 (G) Topics in Linear Algebra (3) 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. Prereq: MTH 412 or instructor's consent.

414 (G) Algebraic Structures (3) Introduction to the theory of groups, rings, fields. Prereq: MTH 413. Not open to students with credit for MTH 415 or 416.

415, 416, 417 (G) Introduction to Abstract Algebra (3,3,3) Theory of groups, rings, fields, polynomial rings; linear algebra; theory of a single linear transformation; rational decomposition theorem; Jordan canonical form. Prereq: MTH 201-203 or equivalent.

418, 419 (M) Applied Algebra (3,3) Modular arithmetic, elementary properties of groups, polynomial ideals, finite fields. Construction of combinatorial designs and orthogonal Latin squares, algebraic coding theory. Prereq: MTH 331 or 411.

420 (M) Applied Linear Algebra (3) Linear inequalities and convex sets in Euclidean space. Linear programming with applications to economic models, transportation problems, game theory. Stochastic matrices with applications to Markov processes, random walks. Prereq: MTH 331 or 411.

421, 422 (M) Functions of a Complex Variable (3,3) Complex numbers, linear fractional transformations, Cauchy-Riemann equations, Cauchy's theorem and applications, power series, residue theorem, contour integration, harmonic functions, conformal mapping, infinite products. Prereq: MTH 332 or instructor's consent.

425, 426 (M) Elements of Statistical Methods (3,3) 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; analysis of variance; correlation; nonparametric statistics. Prereq: MTH 100 or equivalent.

427 (M) Elements of Statistical Methods (3) 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.

428, 429, 430 (M) Introduction to Numerical Analysis (3,3,3) Methods of numerical analysis with applications. Elementary theory for numerical solutions of differential equations, splines, and fast Fourier transform. Prereq: CIS 201; Pre- or coreq: MTH 331.

431, 432, 433 (G) Introduction to Analysis (3,3,3) Rigorous treatment of topics introduced in calculus and several-variable calculus. Differentiation and integration on the real line and in n -dimensional Euclidean space; normed linear spaces and metric spaces; vector field theory and differential forms. Prereq: MTH 321 and 331-333 or instructor's consent.

437, 438, 439 (G) Introduction to Topology (3,3,3) Elementary point-set topology with an introduction to combinatorial topology and homotopy. Prereq: upper-division mathematics sequence or instructor's consent.

441, 442 (M) Introduction to Statistical Theory (3,3) Elementary theory of probability, sampling distributions, estimation and testing of hypotheses. Prereq: year sequence in calculus.

443 (M) Regression Analysis and Analysis of Variance (3) Least squares, simple linear regression, multiple regression, model-1 analysis of variance as

an example of regression, orthogonal polynomials, nonlinear regression, adaptation of regression problems for computer programming. Prereq: MTH 442.

444 (M) Nonparametric Statistics (3) 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. Prereq: MTH 442.

447 (G) Introduction to Probability Theory (3) 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, the weak law of large numbers, and the central limit theorem. Prereq: MTH 333 or instructor's consent.

448, 449 (G) Mathematical Statistics (3,3) 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. Prereq: MTH 447 or instructor's consent.

450, 451 (G) Statistical Design and Analysis of Experiments (3,3) Linear models and analysis of variance, factorial designs, incomplete and partially balanced designs, response surfaces, existence of various designs. Prereq: MTH 442 and MTH 331 or 411. Not offered every year.

454, 455 (G) Stochastic Processes (3,3) 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. Prereq: MTH 447 or instructor's consent.

457, 458, 459 (M) Foundations of Mathematics (2-4,2-4,2-4) Offered infrequently, summer session only.

461 (M) Introduction to Differential Equations (3) Linear differential equations, applications, series solutions of differential equations. Prereq: MTH 331.

462 (M) Differential Equations (3) Systems of equations, boundary value problems, Green's functions, special functions. Prereq: MTH 331 or 411 and MTH 461.

465 (M) Fourier Series and Orthogonal Functions (3) Orthogonal functions; mean convergence; Fourier series, Legendre polynomials; Bessel functions. Applications to partial differential equations. Prereq: MTH 332.

466 (M) Fourier and Laplace Integrals (3) Fourier and Laplace transforms and applications to partial differential equations. Prereq: MTH 332 or instructor's consent.

467 (M) Topics in Applied Mathematics (3) Topics selected from integral equations and distribution theory. Prereq: MTH 332 or instructor's consent.

468, 469 (M) Probability and Statistics (2-4,2-4) Offered infrequently, summer session only.

478, 479 (M) Algebra (2-4,2-4) Offered infrequently, summer session only.

487, 488, 489 (G) Geometry (3-4,3-4,3-4) Axiomatic development of absolute geometries from both 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. Prereq: a year sequence in calculus and senior or graduate standing or instructor's consent. Not offered every year.

498, 499 (M) Analysis (2-4,2-4) Offered infrequently, summer session only.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Topics include Algebraic Geometry, Algebraic Geometry, Applied Analysis, Banach Algebras, Combinatorics and Finite Geometry, Commutative Algebra, Differential Topology, Functional Analysis, Groups and Representations, Harmonic Analysis, Homological Algebra, Lie Algebras and Algebraic Groups, Mathematical Physics, Mathematics Education, Noncommutative Rings, Numerical Analysis, Partial Differential Equations, Probability, Statistics, Topology.

510 Experimental Course (Arr)

511 Mathematical Concepts for the M.B.A. Student

(4) Algebra and geometry of real Euclidean space. The concepts of calculus, both single- and multiple-variable; applications of calculus to business and economics. Prereq: enrollment in Master of Business Administration (M.B.A.) degree program.

521, 522, 523 Partial Differential Equations (3-4, 3-4,3-4) 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. Prereq: MTH 433 and MTH 331 or 411; MTH 421 recommended. Not offered every year; last offered 1975-76.

531, 532, 533 Linear Analysis in Applied Mathematics 3-4,3-4,3-4) 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. Primarily for physical science majors. Prereq: MTH 333, 461, and 421 or equivalent, or instructor's consent. Not offered every year; last offered 1976-77.

534, 535, 536 Numerical Analysis (3-4,3-4,3-4) Analysis of numerical methods for solving a variety of mathematical problems including the solution of linear and nonlinear equations, the computation of eigenvalues and eigenvectors, interpolation, integration, and the solution of differential equations; rates of convergence and numerical stability. Prereq: MTH 412, 433, 461 and an introductory course in numerical analysis, or instructor's consent.

541, 542, 543 Abstract Algebra (3-4,3-4,3-4) Group theory, fields, Galois theory, algebraic numbers, matrices, rings, algebras.

551, 552, 553 Theory of Functions of a Real Variable (3-4,3-4,3-4) Measure and integration, Hilbert and Banach spaces, and related topics.

554, 555, 556 Theory of Functions of a Complex Variable (3-4,3-4,3-4) The theory of Cauchy, power series, contour integration, analytic continuation, entire functions, and related topics.

561, 562, 563 Modern Theories in Analysis (3-4, 3-4,3-4) 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.

571, 572, 573 Topology (3-4,3-4,3-4) General and point-set topology, introduction to algebraic topology.

579, 580 Algebra (2-4,2-4) Offered infrequently, summer session only.

581, 582, 583 Theory of Estimation and Testing Hypotheses (3-4,3-4,3-4) 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.

584, 585, 586 Theory of Probability (3-4,3-4,3-4) Measure and integration, probability spaces, laws of large numbers, the central limit theory, conditioning, martingales, random walks.

589 Geometry (2-4) Offered infrequently, summer session only.

591, 592, 593 Advanced Mathematical Statistics (3-4,3-4,3-4) Topics selected from analysis of variance and design of experiments; nonparametric statistics; multivariate analysis; large sample theory; sequential analysis.

598, 599 Analysis (2-4,2-4) Offered infrequently, summer session only.

Philosophy

338 Prince Lucien Campbell Hall
Telephone 686-5547
Cheyney C. Ryan, 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.

Cheyney 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.

Arnulf Zweig, Ph.D., Professor (Kant, philosophy of law, history of philosophy). B.A., 1952, Rochester; Ph.D., 1960, Stanford.

Emeritus

John Wisdom, M.A., Professor Emeritus (philosophical methods). B.A., 1923, M.A., 1934, Cambridge.

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 essential in most philosophy courses.

Major Requirements

The minimum major requirement is 45 credits of work in philosophy with grades of C or better, including 36 credits in upper-division courses. The 45-credit requirement must include any three terms from the History of Ancient Philosophy (PHL 301, 302, 303) or the History of Modern Philosophy (PHL 304, 305, 306), one term of Symbolic Logic (PHL 461, 462) or History of Logic (PHL 455, 456), and 6 credits in courses on the works of specific authors. Courses of study must be arranged in consultation with the undergraduate major adviser.

Minor Requirements

The minimum requirement for a philosophy minor is 24 credits in philosophy with grades of C or Pass or better, including 15 upper-division credits. The 15 credits must include any three terms from the History of Ancient Philosophy (PHL 301, 302, 303) or the History of Modern Philosophy (PHL 304, 305, 306) and 3 credits on the works of specific authors.

Honors

Any philosophy major may, by fulfilling the requirements described below, graduate with honors.

Grade Point Average. To enter the honors program, the student must have a grade point average (GPA) of at least 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 credits of the 45 credits in philosophy at the 400 level.

Senior Thesis. The candidate must write an honors thesis under the guidance of a member of the philosophy faculty chosen as thesis adviser. The thesis must be a substantial piece of work, and it may be a revised and expanded version of a term paper. The thesis requires approval by the thesis adviser only.

Upon fulfilling these requirements, the candidate is then approved to receive a 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 types of students: (1) those preparing to work for the Ph.D. in philosophy with a goal of teaching and research; (2) those not intending to take further graduate work in philosophy after earning a master's degree; (3) those interested in philosophy as part of a program with a major in 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 the 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 Admission. 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, 270 Oregon Hall. The other four copies of the application,

along with another set of transcripts, should be forwarded to the Department of Philosophy. Confidential report forms should be sent directly to the department by the professors recommending the applicant.

Graduate teaching fellowships (GTFs) are the only form of financial aid available in the philosophy department. An application form will be provided upon request.

Two or more years are generally required to complete the master's degree.

Courses in Philosophy (PHL)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

201 Introduction to Philosophy: Ethics (3)

Philosophical study of morality, e.g., ethical relativism, justification of moral judgments, concepts of duty, right, and wrong.

202 Introduction to Philosophy: Theory of Knowledge (3)

Philosophical analysis of problems of knowledge, e.g., empiricism, rationalism, skepticism, the problems of a priori knowledge, perception, sense data.

203 Introduction to Philosophy: Metaphysics (3)

Some classical metaphysical problems, e.g., substance, universals, causality, mind and body, the nature and justification of metaphysical claims.

204 Introduction to Philosophy of Religion (3)

Philosophical analysis and justification of religious claims and concepts, e.g., God, the soul, immortality.

205 Contemporary Moral Issues (3) Philosophical problems connected with such topics as civil disobedience, the morality of war, abortion, conscription, compensatory justice.

206 Science and Humanity (3) Philosophical problems concerning the nature of scientific explanation and its implications concerning the nature of humanity and human actions.

210 Free Will and Determinism (3) Philosophical investigation of such topics as behaviorism, foreknowledge and free will, indeterminism and determinism, human action and responsibility.

212 Existentialism (3) Basic ideas of the Christian and atheistic divisions of the existentialist movement; selected works of representative philosophers; some attention to precursors and to the philosophical situation which has generated the existentialist rebellion.

221 Elementary Logic (3) Introduction to the study of reasoning. How to recognize, analyze, criticize, and construct the main types of argument and proof.

222 Elementary Aesthetics (3) Study of aesthetic fact and value and of the relation of aesthetic interest to other human interests, such as the moral, the intellectual, and the religious.

Upper-Division Courses

301, 302, 303 History of Ancient Philosophy (3,3,3)

Survey of the history of philosophy from the pre-Socratic through the medieval period, with particular attention to Plato and Aristotle.

304, 305, 306 History of Modern Philosophy (3,3,3)

Survey of the history of Western philosophy from Descartes through the 20th century.

307, 308, 309 Social and Political Philosophy (3,3,3)

Major social and political theorists from Plato through Marx. Inquiry into such ideas as justice, natural law, natural rights, and the social contract.

321, 322 Theory of Knowledge (3,3) The source, certainty, and limits of human knowledge; the ground and nature of belief. Rationalism, empiricism, and skepticism; theories of perception; the problem of abstraction; the nature of truth. Prereq: two previous courses in philosophy or instructor's consent. Not offered every year.

323, 324 Ethics (3,3) Study of the most important traditional ethical theories; modern philosophical analysis of moral terms and statements. Prereq: one previous course in philosophy.

325, 326 Philosophy of Language (3,3) Philosophical theories of language and meaning; ideals and methods of clarification; definition analysis; philosophy as study of language. Selected readings. Prereq: one previous course in philosophy.

331 Philosophy in Literature (3) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one previous course in philosophy.

339, 340 Introduction to Philosophy of Science (3,3) Analysis of basic concepts of science such as "explanation," "chance," and "causation." The nature of mathematics and its relation to science. Prereq: one previous course in philosophy.

344 Law and Society (3) Major philosophical and political issues raised by the institution of law. Topics include the justification of the legal order, the nature of legal reasoning, and the legitimacy of punishment. Prereq: one previous course in philosophy.

350, 351 Metaphysics (3,3) Traditional issues in metaphysics selected from among such topics as substance, existence, time, causation, God, the nature of persons, and the meaningfulness of metaphysics. Prereq: two previous courses in philosophy or instructor's consent. Not offered every year.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

410 (G) Experimental Course (Arr)

411 (G) Plato (3) Analysis of Plato's major dialogues. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

413 (G) Aristotle (3) Aristotle's major writings on theory of knowledge, metaphysics, and ethics. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

416 (G) Descartes (3) Descartes's writings on method, knowledge, philosophy of mind, and metaphysics. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

419 (G) Locke (3) A study of Locke's account of knowledge, language, personal identity, substance, and his distinction between primary and secondary qualities. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

423 (G) Leibniz (3) Leibniz' writings on logic and metaphysics. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

425 (G) Berkeley (3) Berkeley's major writings on knowledge and perception. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

427 (G) Hume (3) Hume's writings on knowledge, morals, and religion. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

429, 430 (G) Kant (3,3) Kant's major writings in epistemology, ethics, and the philosophy of religion: *Critique of Pure Reason*, *Foundations of the Metaphysics of Morals*, *Critique of Practical Reason*, *Religion Within the Limits of Reason Alone*. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

433, 434, 435 (G) Advanced Ethics (3,3,3) Classical problems and authors in moral philosophy and 20th-century controversies in ethical theory, e.g., emotivism, the naturalistic fallacy, act and rule utilitarianism, duty and supererogation. Prereq: 9 credits in philosophy or instructor's consent.

436, 437 (G) Hegel and Marx (3,3) Central philosophical and social theories of Hegel and Marx including consideration of the relation of their work. Prereq: one previous course in philosophy.

438 (G) Kierkegaard (3) Examination of Kierkegaard's major philosophical writings. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

439, 440 (G) Philosophy of Religion (3,3) Study of issues such as the nature of faith, proofs for the existence of God, the nature of divine attributes, the problem of evil, and religious ethics. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

441, 442, 443 (G) Aesthetics (3) Systematic study of the meaning and value of aesthetic experience in everyday life and in the arts: painting, music, literature, etc. Prereq: 9 credits in philosophy or instructor's consent.

444 (G) Philosophy of Law (3) Theories of law and jurisprudence; theories of guilt and punishment; law and morality; the nature of legal reasoning. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

447, 448 (G) Wittgenstein (3,3) Study of Wittgenstein's *Tractatus Logico-philosophicus*, *Philosophical Investigations*, and several minor works. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

453, 454 (G) Analytic Philosophy (3,3) Recent analytic philosophy; emphasis on the writings of the logical positivists, their predecessors, and contemporary British "linguistic" philosophers. Prereq: 9 credits in philosophy or instructor's consent.

455, 456 (G) History of Logic (3,3) Writers in the philosophy of logic, e.g., Plato, Aristotle, the Stoics, Ockham, Frege, and Strawson. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

458, 459 (G) Philosophy of Mind (3,3) Analysis of some basic concepts of psychology such as "mind" and "behavior"; discussion of the mind-body problem and of methodological issues in psychology. Prereq: 9 credits in philosophy or instructor's consent.

461, 462 (G) Symbolic Logic (3,3) The critical results of mathematical logic, e.g., the completeness and undecidability of the predicate calculus, the essential incompleteness of elementary number theory, set and recursive function theory. Not offered every year.

463 (G) Philosophy of Mathematics (3) The status of mathematical theorems and formulas; truth and falsity, necessity, justification in mathematics; Hilbert's program; Frege; mathematics and the world. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

468 (G) Problems in Philosophy of Science (3) Concepts important to the development of natural science, including natural law, explanation, scientific method, reduction, and causation. Readings from Classical and modern sources. Prereq: 9 credits in philosophy or instructor's consent. Not offered every year.

480, 481, 482 (G) Philosophy of the Social Sciences (3,3,3) Inquiry into the possibility of a science of society. Holism and methodological individualism; behaviorism; value neutrality. Selected special topics such as ideology, relativity of concepts, and ethno-linguistics.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Topics include Metaphysics, Practical Reasoning, and Problems in the Philosophy of Language.

511, 512, 513 Problems of Knowledge (3,3,3) Examination of attempts at philosophical analysis and justifications of knowledge; perception, memory, induction, the self and other selves. Prereq: 9 credits in philosophy or instructor's consent.

514, 515, 516 Ethical Theory (3,3,3) Examination of contemporary ethical theory. Prereq: 9 credits in philosophy or instructor's consent.

517, 518 Problems in Philosophy of Language (3,3) Analysis of current issues in the philosophy of language. Prereq: 9 credits in philosophy or instructor's consent.

523, 524 Problems in Philosophy of Mind (3,3) Current literature on perception, action, intention, motives and causes, other minds. Prereq: 9 credits in philosophy or instructor's consent.

Physics

122 Science I

Telephone 686-4751

John T. Moseley, Department Head

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David E. Soper, Ph.D., Professor (elementary particle theory). B.A., 1965, Amherst; Ph.D., 1971, Stanford.

William W. Suggs, Ph.D., Visiting Associate Professor (astronomy teaching). B.A., 1964, M.A., 1966, Cincinnati; Ph.D., 1975, George Peabody.

Robert L. Zimmerman, Ph.D., Professor (astrophysics,

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Emeriti

Shang-Yi Ch'en, Ph.D., Professor Emeritus (atomic spectroscopy). B.S., 1932, M.S., 1934, Yenching; Ph.D., 1940, California Institute of Technology.

Edwin G. Ebbighausen, Ph.D., Professor Emeritus (astronomy). B.S., 1936, Minnesota; Ph.D., 1940, Chicago.

Joel W. McClure, Jr., Ph.D., Professor Emeritus (solid state theory). B.S., 1949, M.S., 1951, Northwestern; Ph.D., 1954, Chicago.

John L. Powell, Ph.D., Professor Emeritus (theoretical physics). B.A., 1943, Reed; Ph.D., 1948, Wisconsin.

Special Staff

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J. V. Radoslitz, 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., Senior Research Associate (solar energy). B.A., 1967, California, Berkeley; M.S., 1969, Ph.D., 1975, Oregon.

Undergraduate Studies

Physics, the most basic of the natural sciences, is concerned with the discovery and development of the laws that describe our physical universe. Because of its fundamental nature, the study of physics is essential for all who work in the natural sciences and for all students who want to comprehend our technological world. The Department of Physics offers a variety of courses for these nonmajors as well as for prehealth science students.

Preparation. Entering freshmen should have taken as much high school mathematics as possible, planning to start calculus in their freshman year 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 (see Baccalaureate Degree Requirements under Registration and Academic Policies).

Careers. Students who earn an undergraduate degree may continue their studies toward a graduate degree, leading to a career in either teaching or research or both at a university, at a government laboratory, or in industry. Alternatively, students with 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 wanting 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.

Complete requirements listed under Baccalaureate Degree Requirements in the Registration and Academic Policies section of this catalog. 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.

Complete the following required lower-division courses or their equivalents:

General Physics (PH 201, 202, 203) or General Physics with Calculus (PH 211, 212, 213).

Introductory Physics Laboratory (PH 204, 205, 206).

Introduction to Modern Physics (PH 214) or Introduction to Quantum Mechanics (PH 451).

Calculus (MTH 201, 202, 203).

General Chemistry with laboratories (CH 104, 105, 106 and CH 107, 108, 109).

Complete at least eight terms of graded upper-division courses in physics including Classical Mechanics (PH 324, 325) and Electricity and Magnetism (PH 441, 442). At least six of these eight terms must be lecture rather than laboratory courses. Only courses graded A, B, or C count toward this requirement. Exceptions to this rule must be approved by the head of the Department of Physics. Courses beyond the minimum requirement may be taken Pass/No pass (P/N). Courses numbered 400-410 may not be included without the explicit approval of the physics advising coordinator.

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 1985 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.

Minor Requirements

Students seeking a minor in physics must complete a minimum of 24 credits in physics, of which at least 15 must be upper division. These credits must include one of the following sequences: Classical Mechanics (PH 324, 325), Thermodynamics and Statistical Physics (PH 351, 352), or Electricity and Magnetism (PH 441, 442). All courses may be taken either graded or Pass/No pass. **Note:** General Physics (PH 201, 202, 203) or General Physics with Calculus (PH 211, 212, 213) is prerequisite to all upper-division physics courses and should normally constitute part of the minor program. Substitutions may be made with the permission of the physics advising coordinator.

Secondary School Teaching

The Department of Physics offers work for preparation to teach physics in public secondary schools. Certification as an Oregon secondary teacher with the physical science endorsement (physics option) requires satisfactory completion of a program of teacher preparation which includes subject matter preparation in the teaching specialty and in professional education, 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.

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 re-

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	30 credits
General Physics with Calculus (PH 211, 212, 213)	12
Introductory Physics Laboratory (PH 204, 205, 206)	6
Calculus (MTH 201, 202, 203)	12
Sophomore Year	39 credits
Introduction to Modern Physics (PH 214)	4
Classical Mechanics (PH 324, 325)	8
Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333)	12
General Chemistry (CH 104, 105, 106) with laboratories (CH 107, 108, 109)	15
Junior Year	28 credits
Thermodynamics and Statistical Physics (PH 351, 352)	8
Electricity and Magnetism (PH 441, 442)	8
Mathematics or physics electives or both	12
Senior Year	24 credits
Introduction to Quantum Mechanics (PH 451, 452, 453) or PH 451 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 Experimental Course: Advanced Physics Laboratory (PH 410)	12

Sample Program for Transfer Students

The following sample program is for transfer students who have completed two years of college work elsewhere including one year of calculus, one year of general 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	32 credits
Introduction to Modern Physics (PH 214)	4
Classical Mechanics (PH 324, 325)	8
Thermodynamics and Statistical Physics (PH 351, 352)	8
Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333)	12
Senior Year	16+ credits
Electricity and Magnetism (PH 441, 442)	8
Physics electives	at least 8
Additional mathematics	

search 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-round.

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 Physics Test, 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 (GTFs). 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 ensure consideration.

Degree Requirements

Entering students should consult closely with their assigned advisers. Students showing a lack of preparation are advised to take the necessary undergraduate courses in order to remedy their deficiencies.

Students should consult the Graduate School section of this catalog for general University admission and degree requirements.

Master of Science or Arts

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); or

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; or

Introduction to Numerical Analysis (MTH 428, 429, 430); or

Introduction to Statistical Theory (MTH 441, 442), Regression Analysis and Analysis of Variance (MTH 443); or

Fourier Series and Orthogonal Functions (MTH 465), Fourier and Laplace Integrals (MTH 466), Topics in Applied Mathematics (MTH 467); or 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 credits must be completed, including 30 credits 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 credits earned at another accredited graduate school may be applied, and a minimum GPA of 3.00 (B) must be maintained.

Candidates must either pass a master's final examination or submit a written thesis. The master's examination, given each spring, covers undergraduate physics (mechanics, electricity and magnetism, optics, modern physics, and thermodynamics).

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

The physics department has few course requirements for the Doctor of Philosophy (Ph.D.) degree, relying primarily on demonstrated competence in the qualifying examination, comprehensive examination, and doctoral 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 graduate physics core (theoretical mechanics, statistical mechanics, quantum mechanics, and electromagnetic 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 in Physics (PH)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101, 102, 103 Essentials of Physics (3,3,3) For nonscience majors who require a knowledge of fundamental physical principles. Less mathematical preparation is needed than for PH 201, 202, 203. Prereq: high school algebra.

104, 105, 106 Descriptive Astronomy (3,3,3) 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. Prereq: high school algebra.

108, 109 Elementary Astronomy (3,3) 108: 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. 109: The stellar system—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.

110 Atoms and Nuclei (3) Nonmathematical introduction to the physics of atoms and nuclei, intended for liberal arts students who want an understanding of contemporary scientific thinking without technical details. Not offered 1984-85.

112 Space, Time, and Motion (3) Fundamental properties of space, time, and motion. Newton's laws of motion; Newtonian concepts of space and time. Properties of light; development of special and general theories of relativity. Prereq: high school algebra.

114 Physics of Energy and Environment (3) Physical aspects of human energy use and accompanying environmental changes. The nature of current energy and environmental crises; emphasis on present and projected power needs, present and future sources of energy, associated pollution problems, and possible solutions. Primarily for nonscience majors.

115 The Energy Laboratory (3) Introduction to the physical principles of energy production and use through practical experiments and simulations. Experiments focus on energy definitions, units, energy production, and conservation. Prereq: high school algebra. Not offered 1984-85.

116 The Sun as a Future Energy Source (3) Application of the physics of solar energy to human energy problems. Electromagnetic waves, geometrical optics, and thermodynamics as they apply to sunlight; the theory of stellar energy generation; the greenhouse effect; solar energy collectors, solar cells, and solar furnaces; practical aspects. Prereq: high school algebra.

117 Elementary Electricity (3) Electromagnetic phenomena and their applications in everyday life. Not offered 1984-85.

118 Physics of Light and Color (3) Light and color, their nature, how they are produced, and how they are perceived and interpreted. For students interested in the visual arts; visual arts background helpful.

119 Physics of Science Fiction (3) Introduction to the basic physics that leads to an appreciation of science fiction. Topics include gravitation; energy and entropy; special relativity; the curvature of space; possibilities and impossibilities of space and time travel. Not offered 1984-85.

120 Frontiers in Astronomy (3) Review of contemporary astronomy for the nonscientist. Topics may include 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.

121 Lasers (3) 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.

131 Physics of Sound and Music (3) The physics of sound explained in a way particularly useful for music majors.

154, 155, 156 Physical Science Survey (3,3,3) Introduction to the physical sciences; principles of astronomy, physics, chemistry, meteorology, geologic processes, and the human relation to them. Special emphasis on scientific method. Not offered 1984-85.

157, 158, 159 Physical Science for Elementary Education Majors (4,4,4) Introduction to the physical sciences; principles of astronomy, physics, chemistry, geologic processes, meteorology, and their application to everyday life. Not offered 1984-85.

199 Special Studies (1-3)

201, 202, 203 General Physics (4,4,4) Introductory sequence for science majors and prehealth science students. Principles of mechanics, waves, sound, thermodynamics, electricity and magnetism, optics, and modern physics. Topics vary from term to term. Prereq: MTH 101, 102 or equivalents.

204, 205, 206 Introductory Physics Laboratory (2,2,2) Practical exploration of the principles studied in general physics lecture. Methods of measurement and analysis applied to experiments in mechanics, waves, sound, thermodynamics, electricity and

magnetism, optics, and modern physics. Pre- or coreq: PH 201, 202, 203 or PH 211, 212, 213 or instructor's consent.

211, 212, 213 General Physics with Calculus (4,4,4) Introductory sequence for science majors and prehealth science students. Covers roughly the same topics as PH 201, 202, 203 but in greater depth. Topics vary from term to term. Pre- or coreq: Calculus (MTH 201, 202, 203) or equivalents.

214 Introduction to Modern Physics (4) Historical basis for quantum mechanics, the Schrödinger equation, wave-particle duality, uncertainty principle, probabilistic interpretation of the wave function. Applications to selected topics in atomic, nuclear, or solid state physics. Prereq: PH 201, 202, 203 or PH 211, 212, 213, MTH 201, 202; pre- or coreq: MTH 203.

220 Cosmology (3) Examination of the quest to understand and explain the origin, form, and motion of the universe. Prereq: introductory course in physics or astronomy and MTH 100 or equivalent. Not offered 1984-85.

Upper-Division Courses

Note: General physics and calculus or instructor's consent are prerequisites for all upper-division and graduate courses except PH 321, 322, 323.

321, 322, 323 Elements of Classical Physics (4,4,4) Intermediate treatment of mechanics, electricity and magnetism, and thermal physics. For students who plan to teach science in secondary schools. Not open to students who have credit for Ph 324, 325, 326. Prereq: PH 101, 102, 103; pre- or coreq: MTH 207, 208, 209 or equivalents. Not offered 1984-85.

324, 325 Classical Mechanics (4,4) Fundamental principles of Newtonian mechanics; conservation laws, small oscillations, rigid bodies, planetary motion. Prereq: PH 201, 202, 203 or PH 211, 212, 213; MTH 201, 202, 203.

326 Advanced Mechanics (4) Topics in classical mechanics, such as introduction to Lagrangian and Hamiltonian mechanics or continuum mechanics. Prereq: PH 324, 325; MTH 331, 332. Not offered 1984-85.

351, 352 Thermodynamics and Statistical Physics (4,4) 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. Pre- or coreq: PH 214, 324, 325; MTH 331, 332.

Note: Courses designated (M) or (G) may be taken for graduate credit.

401 Research (Arr) P/N only.

405 Reading and Conference (Arr) P/N only.

407 (G) Seminar (Arr)

409 Supervised Tutoring Practicum (1-3) P/N only.

410 (G) Experimental Course. (Arr) Advanced Physics Laboratory. Classical Optics, Modern Optics, and Nuclear Instrumentation are current topics.

417, 418, 419 (M) Elements of Atomic, Nuclear, and Solid State Physics (4,4,4) Atomic, nuclear, and solid state physics with emphasis on experimental foundations. For students preparing for secondary school teaching of chemistry or physics. Topics include relativity, atomic structure, optical and X-ray spectra, nuclear reactions, fundamental particles, particle accelerators, crystal structure, and properties of metals, insulators, and semiconductors. Not open to students who have credit for PH 421, 422, 423. Not offered 1984-85.

421 (M) Atomic and Molecular Physics (4) 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. Prereq: PH 214 or 451; PH 324, 325, or instructor's consent. Not offered 1984-85.

422 (M) Nuclei and Particles (4) Accelerators, interaction of particles with matter, particle detection, radioactivity, nuclear systematics, nuclear reactions, nuclear models, elementary particles. Prereq: PH 214 or 451, PH 324, 325, or instructor's consent. Not offered 1984-85.

423 (M) Introduction to Solid State Physics (4) Elements of crystal structure, crystal binding, phonons and lattice vibrations, thermal properties of insulators, the free-electron Fermi gas, energy bands in solids, semiconductors, and superconductors. Prereq: PH 214 or 451, PH 351, 352, or instructor's consent. Not offered 1984-85.

431, 432 (G) Optics and Atomic Spectra (4,4) 431: classical optics—wave motion, geometrical optics, polarization, interference, Fraunhofer diffraction. Prereq: PH 201-203 or 211-213; PH 443 recommended. 432: modern optics—Fresnel diffraction, Fourier optics, propagation of optical beams, optical resonators, laser theory. Prereq: PH 432 or equivalent.

433 (G) Modern Optics (4) Introduction to quantum optics. Prereq: PH 432, 451. Not offered 1984-85.

434, 435, 436 (G) Optics Laboratory (1,1,1) Exercises in geometrical and physical optics, designed to accompany PH 431, 432, 433. Not offered 1984-85.

441, 442 (G) Electricity and Magnetism (4,4) Advanced undergraduate study of electromagnetic phenomena with primary emphasis on Maxwell's equations. Electrostatics, dielectrics, currents, electromagnetic induction, magnetic fields, and magnetic materials. Prereq: PH 324, 325; MTH 331, 332.

443 (G) Electromagnetic Radiation (4) Electromagnetic waves. Topics include plane waves, guided waves, antennas, and other related phenomena. Prereq: PH 441, 442.

451, 452, 453 (G) Introduction to Quantum Mechanics (4,4,4) 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. Prereq: PH 324, 325; MTH 333 or 411; pre- or coreq: PH 441, 442.

461 (G) Discrete Electronics (4) Electronics background for scientists. Passive and active discrete components and circuits; general circuit concepts and theorems; equivalent circuits and black box models; electronic measuring techniques and instruments. Prereq: general physics, calculus, and a knowledge of complex numbers. Not offered 1984-85.

462 (G) Analog Electronics (4) Integrated circuit operational amplifiers. Control, simulation, generation, and processing of analog signals; physical and other scientific measurement problems. Prereq: general physics, calculus, and a knowledge of complex numbers; familiarity with discrete electronics at the level of PH 461. Elementary differential equations recommended. Not offered 1984-85.

463 (G) Digital Electronics (4) Digital logic building blocks: gates, flip flops, one-shots. Digital measurement, signal processing and control. Applications to scientific instrumentation and computer interfacing. Prereq: general physics; familiarity with discrete electronics at the level of PH 461.

464 (G) Microcomputers in Physics Instrumentation (4) Microcomputers for measurement and control in physics and other sciences. Both software and hardware. Laboratory data acquisition, experiment control, and signal processing. Prereq: PH 463 or instructor's consent, and experience with one programming language such as FORTRAN or BASIC or any assembly language.

481 (G) Special Relativity (4) The Lorentz transformation, relativistic kinematics, 4-vectors, electromagnetic fields. Not offered 1984-85.

491 (G) X-ray Crystallography (4) 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. Manipulation and alignment of crystals, taking and analyzing X-ray photographs, and use of basic X-ray diffraction equipment. Prereq: instructor's consent.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr) P/N only.

507 Seminar (Arr) The following topics are offered for 1 credit each term, P/N only:
Physics Colloquium, Seminar in Condensed Matter,

Atomic and Chemical Physics Seminar, Theoretical Physics Seminar, Seminar in Molecular Biology.

509 Supervised Tutoring Practicum (1-3) P/N only.
510 Experimental Course (Arr)

511, 512, 513 Theoretical Mechanics (3,3,3) Lagrangian and Hamiltonian mechanics; small oscillations; rigid bodies; introduction to statistical mechanics.

521, 522, 523 Electromagnetic Theory (3,3,3) 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.

531, 532, 533 Quantum Mechanics (3,3,3) 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. Prereq: PH 451, 452, 453; pre- or coreq: PH 511, 512, 513 and PH 521, 522, 523.

541, 542, 543 Statistical Physics (3,3,3) Thermodynamics, statistical mechanics, kinetic theory; application to gases, liquids, solids, atoms, molecules, and the structure of matter. Offered 1984-85 and alternate years.

551, 552, 553 Nuclear Physics (3,3,3) Properties of nuclei; the deuteron; nuclear forces; electromagnetic transitions, beta decay; single-particle and collective aspects of nuclear structure; nuclear reactions; neutron physics. Prereq: PH 451, 452, 453 or equivalents. Offered 1984-85 and alternate years.

561, 562, 563 Elementary Particle Phenomenology (3,3,3) Classification and quantum numbers of elementary particles. Elements of group theory, Lorentz group and spin. Discrete and continuous symmetries. Phenomenology of weak, electromagnetic, and strong interactions. Quark model of hadron structure. Prereq: PH 531, 532, 533. Offered alternate years; not offered 1984-85.

564, 565, 566 Quantum Field Theory (3,3,3) Application to elementary particle physics. Feynman rules for perturbation theory; renormalization. Gauge theories of the strong and electro-weak interactions. Topics may include renormalization groups, spontaneous symmetry breaking, dispersion theory, or nonrelativistic many-body physics. Prereq: PH 531, 532, 533. Offered 1984-85 and alternate years.

571, 572, 573 Solid State Physics (3,3,3) Crystallography; thermal, electrical, optical, and magnetic properties of solids; band theory; metals, semiconductors, and insulators; defects in solids. Prereq: PH 451, 452, 453.

574, 575, 576 Theory of Condensed Matter (3,3,3) Advanced statistical mechanics and many-particle quantum mechanics. Emphasis on collective effects such as superfluidity, superconductivity, and ferromagnetism. Prereq: PH 531, 532, 533; PH 541, 542, 543; PH 571, 572, 573. Not offered every year.

581, 582, 583 Atomic and Molecular Physics (3,3,3) Survey includes angular momentum and multipole theory, calculations of atomic structure, excitation and de-excitation processes, scattering and reactive atomic collisions, relativistic and quantum-electrodynamical effects, and the spectroscopy and structure of simple molecules. Offered 1984-85 and alternate years.

594, 595, 596 General Relativity (3,3,3) Tensor analysis and Riemannian geometry; Einstein's field equations; experimental observations; symmetries and conservation laws; gravitational radiation; other theories of gravity; applications to astrophysics and cosmology. Prereq: PH 511, 512. Offered alternate years; not offered 1984-85.

Political Science

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L. Harmon Zeigler, Department Head

Faculty

William H. Baugh, Ph.D., Associate Professor (international relations, research methodology, arms control and national security). S.B., 1963, Massachusetts Institute of Technology; M.S., 1965, Rochester; M.A., 1971, Ph.D., 1973, Indiana.

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.

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.

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.

Walter J. Petersen, Ph.D., Assistant Professor (international relations, interstate war, international crises). A.B., 1976, Cornell; M.A., 1979, Ph.D., 1983, Rochester.

Lawrence C. Pierce, Ph.D., Professor (public administration, public finance). B.A., 1959, Yale; M.P.A., 1965, Ph.D., 1970, Cornell.

James D. Savage, M.A., Assistant Professor (public policy, political behavior, public administration). B.A., 1973, B.A., 1975, M.A., 1975, California, Riverside; M.P.P., 1978, M.A., 1980, California, Berkeley.

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.

Kenneth K. Wong, Ph.D., Assistant Professor (American politics, public policy, urban). B.A., 1977, M.A., 1980, Ph.D., 1983, Chicago.

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). B.A., 1957, M.A., 1958, Emory; Ph.D., 1960, Illinois.

Emeriti

James C. Davies, Ph.D., Professor Emeritus (political behavior, revolution, fiction). A.B., 1939, Oberlin; Ph.D., 1952, California, Berkeley.

Charles Schleicher, Ph.D., Professor Emeritus (international relations). A.B., 1928, College of Pacific; M.A., 1931, Hawaii; Ph.D., 1936, Stanford.

Political science at the University of Oregon offers a variety of approaches to understanding politics and government. Students may study

political science with an emphasis on the normative, traditional perspective, the "behavioral persuasion" of the 1950s and 1960s, and the public policy and public choice of the "postbehavioral era." The department encourages students to become involved in internships and research projects focusing on the political problems and issues besetting local, state, and national communities.

Careers. Political science majors follow many paths after receiving their undergraduate degrees. Roughly a quarter apply for admission to law schools 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 introductory, basic to building a major in political science. 300-level courses introduce the chief areas and concerns of political science. Advanced and specialized courses are at the 400 level. A variety of these courses are in the chief areas of political theory and methodology, comparative government, public policy, and international relations.

At the discretion of the instructor, there may be prerequisites for taking certain 400-level courses. It is recommended that students have at least 9 credits in political science before taking 400-level courses.

Major Requirements

Credits Required. Students majoring in political science are required to complete a minimum of 42 credits in undergraduate political science courses leading to a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. At least 30 credits must be in graded upper-division courses. However, 12 credits of lower-division courses may be taken on a Pass/No pass basis. Work completed in Seminar (PS 407) may be included within the 42-credit 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 special curriculum is required for political science majors.

No more than a total of 15 credits in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Supervised Field Study (PS 406), and Supervised Tutoring Practicum

(PS 409) may be applied toward the 42 credits for a political science degree.

No more than 10 credits of Supervised Field Study (PS 406) may be applied toward the 42 credits. This work must be done under the direction of a faculty member who, prior to registration, has approved and set up academic criteria to evaluate the work. The student must be registered at the University while earning credit.

Seminars for Majors. A freshman seminar (PS 407) and a senior seminar (PS 407), both for majors only, allow for more intensive study in a faculty member's main field of interest. Instructor's consent is required.

Graduating with Honors. In order to graduate with honors in political science, a student who has obtained a 3.50 grade point average (GPA) by the end of the junior year must sign up for 3 credits of Thesis (PS 403) under supervision of a faculty member. This thesis must be completed at least one term prior to the term of graduation. An Honors Committee will review the student's performance on this thesis and on courses taken during the senior year before making a final decision on the granting of this distinction.

Freshmen and Transfer Students. There are no departmental requirements for entering freshmen. Students planning to transfer to the University from two-year colleges should take the basic introductory political science courses offered at those institutions. At least six upper-division graded 3-credit 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 light of what will be most useful for the student's career objective. The opportunity to take 12 lower-division credits Pass/No pass is available so that students will feel encouraged to take these fundamental courses without apprehension about grades. It is hoped that students taking these courses will therefore concentrate on building a solid base for other more advanced courses.

By requiring 42 credits 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 above right is 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	16 credits
American Government (PS 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 credits
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 credits
Introduction to Political Science (PS 207)	3
Introduction to Psychology (PSY 201)	3
Sciences elective	3
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	18 credits
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
Introduction to Economic Analysis: Microeconomics (EC 201)	3

Winter term	15 credits
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 credits
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 credits in political science, as outlined above under Credits Required, must be earned.

Special Opportunities

Students majoring in political science may take advantage of several special educational opportunities. The department has 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's own television equipment 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 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.

Minor Requirements

The minor in political science requires 24 credits including 15 upper-division graded credits. Only 6 of these credits may be in Research (PS 401), Thesis (PS 403), Reading and Conference (PS 405), Supervised Field Study (PS 406), or Supervised Tutoring Practicum (PS 409). Up to 9 credits may be transferred from another institution. Courses passed with a D grade may not be used to satisfy the political science minor.

Graduate Studies

The Department of Political Science offers a graduate program of studies leading to the Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.) degrees. The program is designed to prepare students for teaching, research, and governmental or other public service and enables them to understand and participate in public affairs.

Regular members of the department, special lecturers, and occasional visiting faculty members offer advanced courses and seminars in most fields of political science. Joint faculty-student studies, interdepartmental research projects, and individual research are being conducted in such diverse areas as public administration, political parties, the politics of education, the failure of public programs, political socialization in East Europe, revolution, the politics of the sea, economic and political development in the Third World, the nuclear arms race, and the theory of democratic institutions.

Admission

Admission requirements for the master's and doctoral 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 also 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 credits required for the master's degree, possibly including undergraduate courses.

Application forms, recommendation forms, and additional information about the graduate program may be obtained by visiting or writing the Department of Political Science. Students may be admitted to the program at the beginning of each 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 choose from two options for an M.A. or an M.S. degree in political science.

Predoctoral Option. The regular master's degree program prepares students for promotion to the doctoral program and professional careers in teaching and research. Students complete 48 credits of course work, pass an examination 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 Option. The department also offers either an M.A. or an M.S. degree in political science with emphasis on public policy. This two-year program prepares students for professional careers as policy analysts in federal, state, and local government and in other policy research institutes. The program has the following requirements:

1. Completion of 48 credits of graduate course work.
2. Completion of seven required courses as specified by the department.
3. Completion of a first-year examination the third term after enrolling.
4. Completion of a field research project or internship under the supervision of one or more faculty members.
5. Preparation and defense of a policy paper presenting the results of the student's field research project or internship.

Doctoral Program

Students who have earned a master's degree are eligible for admission to the doctoral program. Requirements for the Ph.D. in political science are the following:

1. 27 credits beyond the master's degree.
 - a. Of these, 3 may be in Supervised College Teaching (PS 502), for teaching an undergraduate course under the supervision of a faculty committee chosen by the student. At the student's option, 3 may be

in Research (PS 501), for an extensive research paper.

- b. Up to 9 credits may be in open-ended courses (PS 501, 502, 505, 506).
 - c. 6 credits shall be for Seminar (PS 507).
2. An additional 18 credits of Thesis (PS 503) are required.
 3. Demonstrated proficiency in at least one foreign language.
 4. 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) public administration and public policy, (e) political behavior and political theory, (f) methodology.
 5. 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.

Interdisciplinary Public Policy Studies

The Department of Political Science, in collaboration with other disciplines, offers interdisciplinary graduate work in public policy. This option emphasizes the development of analytical and methodological skills essential for high-level policy work, both in the United States and abroad. Students select a policy area for specialization related to their own professional interests. This option is particularly relevant to those working in policy and planning positions in the U.S. or in developing nations.

Students must fulfill the course requirements, examinations, and dissertation requirements of the Ph.D. program in the political science department.

To obtain the doctoral degree, students must complete work in the following core areas:

1. Politics and government: American, state, local, comparative, or international as related to the policy focus of the students.
2. Policy analysis, planning analysis, and evaluation.
3. Knowledge of a substantive policy area, to be defined in consultation with the student's comprehensive committee comprised of at least three members of the political science department, a member of the University Committee on Policy Studies, and additional faculty members from departments offering a Ph.D. degree whose expertise falls within the policy area of the candidate.
4. Basic computer skills (e.g., functional capability in interactive statistical package for the social sciences—SPSS).
5. Methodology appropriate to the area of policy concern.
6. Working knowledge of a foreign language where applicable to the policy area or research.

Courses in Political Science (PS)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 Modern World Governments (3) Introduction to the political systems, practices, and institutions of leading contemporary nations including Britain, France, the Soviet Union, China, and selected nations within Africa and Latin America. Hanhardt.

104 Problems in American Politics (3) Current policy issues in American politics, e.g., unemployment, education, crime. Fiszman, Klonoski, Medler, Pierce.

105 Crisis and Response in International Politics (3) Four international crises examined in terms of the collective responses made by nation-states and international organizations: instability and conflict; environment; uneven economic development; population. Specific international crises and responses analyzed each term. Hanhardt. Open only to freshmen, sophomores.

106 U.S. at the Crossroads (2) 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. Not offered 1984-85.

199 Special Studies (1-3) Topics to be arranged.

200 SEARCH (1-3)

201 American Government (3) Theoretical introduction to American institutions, political doctrines, and ideology as these affect the course of politics and public policy in the United States. Fiszman, Klonoski, Medler, Southwell, Zeigler.

203 State and Local Government (3) Linkage between elites (decision makers) and masses, with attention to values, beliefs, participation, and process. Topics include mass participation, state and community elites, violence, public policy, and other related phases of local and state political systems. Wong, Zeigler.

205 International Relations (3) 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. Baugh, Hovet, Kraus.

207 Introduction to Political Science (3) Theories, concepts, and research methods appropriate to understanding how conflicts among people are resolved; political analysis in the behavioral sciences; institutions and organizations that operate to resolve conflict. Medler, Orbell, Southwell, Zeigler.

225 Political Ideologies (3) 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. Zaninovich.

230 Introduction to Urban Politics (3) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. Orbell, Southwell, Wong.

235 Crisis in Central America (3) Provision of a basis for understanding the current political crisis in Central America with emphasis on Guatemala, El Salvador, and Nicaragua. Focus on contemporary struggles in a post-World War II historical context. Goldrich.

Upper-Division Courses

321 Introduction to Political Analysis (3) Basic scope and methods of contemporary political science including philosophy of social science, political ethics,

empirical theory, and political methodology. Baugh, Medler, Mitchell, Orbell, Southwell.

322 Introduction to Comparative Politics (3) Major concepts and approaches in the study of comparative government and politics. Hanhardt, Kraus.

325 United States Foreign Policy (3) Basic concepts underlying the formulation and implementation of American foreign policy; relationships between American society and foreign policy, the relationship of the United States to other governments, and the relationship of the United States to its international environment including governmental and non-governmental organizations. Baugh, Kraus, Southwell.

326 Theories of International Politics (3) Basic features of the international political system, the goals and objectives of its members, and the strategies whereby the members of the system seek to obtain their goals. Baugh.

330 Introduction to Political Theory (4) Approaches of selected political theorists, past and present; the problem of knowledge as it relates to politics for practitioner and scientist; modes of transmitting ideas about the nature of political experience; the relationship between political knowledge and activity. Zaninovich.

335 Communist Political Systems (4) Comparative study of several Communist political systems as specific variants of government and politics in today's world. Introduction to the general nature of Communist political systems viewed within the context of comparative politics. Zaninovich.

336 Political Systems of Postwar Germany (3) Establishment of the Federal Republic of Germany and the German Democratic Republic in 1949 along with the occupation period of the four preceding years; development of the respective political systems including parties, interest groups, elections, and foreign policy. Hanhardt.

337 Southern Asia in Modern Times (3) Historical background, political systems, and major problems of India, Pakistan, Bangladesh, and Sri Lanka since 1947. Not offered 1984-85.

338 Southern Asia in Modern Times (3) Historical background, contemporary political systems, and major problems of Burma, Thailand, Malaysia, Singapore, Laos, Cambodia, Vietnam, the Philippines, and Indonesia. Not offered 1984-85.

339 Middle East Politics (3) History, traditions, culture, and politics of the Middle East. Emphasis on dimensions of conflict, effects of tradition and culture on local and national politics, comparison of Middle Eastern political systems, and the role of the Middle East in international politics. Not offered 1984-85.

340 Introduction to Public Policy (3) Alternative means of explaining the process of policy making and alternative strategies of decision making in the policy process applied to contemporary issues. Wong.

341 Problems in American Political Economic Development (3) American political economic structure, how that structure generates some crucial problems, approaches for restructuring the political economy toward more effective democratic control and more effective meeting of needs. Goldrich.

344 Public Policy and Citizen Action (3) 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. Cases and precepts considered on the bases of assigned readings, observed situations, and research sources. Wong.

347 Political Power, Influence, and Control (3) 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.

348 The Politics of Education (3) Effects of high schools upon the political values and styles of students. Emphasis on links between educational and political systems. Wong, Zeigler. Not offered 1984-85.

349 Mass Media and American Politics (3) Historical and contemporary uses of mass media in American politics; their theoretical as well as practical significance; 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.

351 Introduction to Public Administration (3) Approaches to and conceptions of public administration; application of administrative theories to the study of public organizations; substantive problems of organizations; structure and internal administration; personnel and finance. Pierce, Savage.

353 Campaigning (3) Strategic issues for politicians and others interested in winning votes. Theoretical materials from political science and related disciplines cast light on these practical questions. Medler, Orbell, Zeigler.

355 Oregon Government and Politics (3) Current political issues in Oregon with particular attention to political races and ballot measures before the Oregon electorate as well as the state's major political institutions. Pierce. Not offered 1984-85.

360 Introduction to Social Science Methods I (3) How to formulate explanations for phenomena as process models, draw other conclusions from the models in order to test them, and revise and refine the models. Applications are drawn from a wide range of sociopolitical processes. Prereq: MTH 101 or equivalent. Baugh. Not offered 1984-85.

361 Introduction to Social Science Methods II (3) 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. Prereq: PS 360 or instructor's consent. Baugh. Not offered 1984-85.

370 Government and Politics of Far East: China (3) 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. Kraus.

380 Introduction to Political Psychology (3) Parallels between the life span of an individual and the development of political institutions. Davies, Savage.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

406 Supervised Field Study (Arr)

407 (G) Seminar (Arr) Offerings vary from year to year, depending on student interests and needs and on availability of faculty.

408 (G) Workshop (Arr)

409 Supervised Tutoring Practicum (1-3) P/N only.

410 (G) Experimental Course (Arr)

412 (G) Administrative Organization and Behavior (3) Theories of bureaucratic organization; organizational theory including small groups, the nature of authority, and decision making; research findings from several social sciences; implications of large-scale organization for the individual and accommodations individuals make to complex structures. Pierce, Savage.

413 (G) The Politics of Bureaucracy (3) Effects of bureaucratic organization on the behavior of people in bureaus and factors affecting the supply of goods and services by bureaus; forms of public organization and the conditions under which they are likely to improve governmental performance. Pierce. Not offered 1984-85.

414 (G) Political Parties (3) 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.

415 (G) Political Parties (3) 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.

416 (G) Comparative Labor Movements (3) Types of labor movements in relation to the political-economic systems within which they function. The relation between types of political cultures and of labor movements in terms of organizational structure, leadership characteristics, level of membership involvement, open- or closed-shop practices within trade union components, degree of ideologization, and attitudes toward management. Fiszman.

417 (G) Unionization of Public Employees (3) The growth of public sector unions and the public policy issues unionization creates. Implications of unionization and collective bargaining in public education. Applications to Oregon's experience under its comprehensive collective bargaining statute. Pierce. Not offered 1984-85.

418 (G) Literature and Politics of the USSR and Eastern Europe (5) Soviet and East European life styles, social relations, values, standards, and politics as seen through the works of native novelists, poets, and dramatists. Fiszman.

419 (G) International Protection of Human Rights (3) 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 standards of nation-state behavior to ensure individual human rights and to minimize this cause of international conflict. Hovet.

420 (G) International Organization (3) The organization of interaction among nations. Focus on the United Nations, with illustrations and generalizations from a wide range of regional and functional organizations including specialized agencies. The process of communication interaction and bargaining negotiation within the organizational environment. Hovet.

422 (G) International Law (3) Introduction to international public law as an aspect of international organization; international law and the political process; the International Court of Justice. Hovet.

423 (G) Ocean Politics (3) The politics of states in controlling and developing the oceans. Topics include relations between industrialized and developing states; the arms race; the impact of science, technology, and institutions on the environment; relations between states, international community organizations, and multinational corporations; food, energy, and resource management; communications; international trade. Hovet.

424 (G) Politics of Western Europe I (3) Governmental institutions and political processes of Great Britain, France, and the Federal Republic of Germany. Special attention to interest groups, parties, and voting behavior since World War II. Hanhardt.

425 (G) Politics of Western Europe II (3) Governmental institutions and political processes of the smaller Western European democracies: Italy, Belgium, The Netherlands, and the Scandinavian countries. Hanhardt. Not offered 1984-85.

427, 428 (G) Government and Politics of the Soviet Union (3,3) Governmental institutions and political processes in the Soviet Union. Fiszman.

430 (G) Political Theory: Ancient and Medieval (4) Theories of political order and process in the Ancient World and the Middle Ages. 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. Zaninovich.

431 (G) Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory from the Renaissance through reactions to the French Revolution. Primary figures are Machiavelli, Hobbes, Locke, Rousseau, and Hegel; brief attention to the Conciliarists, Luther, Calvin, Bodin, Hooker, Harrington, Montesquieu, Kant, and Hume. Zaninovich.

432 (G) Political Theory: 19th and 20th Centuries (4) 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, radical and revolutionary traditions, the beginning of social science, and critiques or defenses of mass democracy. Zaninovich. Not offered 1984-85.

433 (G) Marxist Political Theories (3) Rich variations in Marxist theorizing taken in its broadest sense; theoretical responses of Marxism to various environmental contexts. Historical survey of different schools. Study of how Marxist theoretical expression and adaptation in one environment might compare to that in another. Fiszman, Zaninovich.

436 (G) Why Government? (3) Addresses the question from the perspective of the new literature on property rights and social choice. Why do we have government? What justifies the institutions of government, and what justifies extensions of governmental power? Orbell.

437 (G) Evaluation of Constitutions (3) What are the consequences of various forms of government—of different constitutions? How can we evaluate those outcomes? Roots of the problem in classical political theory, neglected until recently in contemporary theory. Orbell. Not offered 1984-85.

438 (G) Urban Politics (3) Theoretical perspectives; the dispute about power structures; the political context; community conflict; political participation; urban protest movements; new political forms; community control; black politics in the city. Orbell, Southwell, Wong.

440 (G) Comparative Foreign Policies (3) The international behavior of selected states such as those in the Middle East. Systemic and societal variables influencing their behavior, and the quality and content of their international behavior. Hovet. Not offered 1984-85.

443 (G) Politics of Multi-Ethnic Societies (3) Political processes and institutions of racially and ethnically plural societies, e.g., Nigeria, Austro-Hungary, United States, Switzerland, South Africa, Yugoslavia, Canada. Effects of the existence of several different races and ethnic groups upon domestic political institutions and behavior. Zaninovich. Not offered 1984-85.

445 (G) Methods for Politics and Policy Analysis I (3) Introduction to quantitative analysis, concepts and methods of empirical research in political science. Emphasis on developing and testing models, research design, data analysis, and computer literacy. Baugh, Medler.

446 (G) Methods for Politics and Policy Analysis II (3) Introduction to applied statistical methods; descriptive statistics, bivariate correlation, and regression techniques. Emphasis on analysis of problems and data commonly used in political science. Baugh, Medler.

447 (G) Methods for Politics and Policy Analysis III (3) Survey of multivariate model building for political analysis. Multiple regression, discrete variable techniques, recursive systems, and cross-level analysis. Students apply these techniques to concrete political problems. Medler.

449 (G) International Political Economy (3) The linkages between economics and politics in the international system. Basic concepts include power, dominance and dependence, inequality, dependency and imperialism, cartels and development. Prior work in international relations and economics recommended. Kraus. Not offered 1984-85.

452 (G) Elections and Opinions (3) Electoral response in past presidential elections: electoral theory; primary elections; campaigning strategies; impact of the mass media. Orbell, Southwell.

453 (G) Voting Systems (3) Various voting systems and their consequences on the operation of democratic governments. Baugh, Mitchell, Orbell. Not offered 1984-85.

456 (G) Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to voters, voting, interest groups, and elections. Mitchell. Not offered 1984-85.

457 (G) Democratic Processes (3) Application of formal rational models to democratic institutions and processes with particular reference to politicians

(elections, campaigns, policy choices) and bureaucrats (budgets, wages, political power). Mitchell.

458 (G) Democracy and Public Policy (3) Review and application of criteria for the assessment of policy alternatives to a variety of situations involving resource allocation, distributions of benefits and costs, and the design of controls in a democracy. Mitchell.

461 (G) Government and Politics of the Far East: China (3) 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. Kraus.

463 (G) Government and Politics of Latin America (3) Concept, structure, and dynamics of dependency; the inter-American political economy; interdependence between the U.S. and Latin America regarding markets, trade, resources, investment; the relevance of the Chinese model; Third World development values and associated strategies; the ecological crisis in relation to Latin America's escape from dependency. Goldrich. Not offered 1984-85.

464 (G) Government and Politics of Latin America (3) Developmental directions in 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. Not offered 1984-85.

465 (G) Government and the Economy (3) The relationship between government and market economy. The politics of fiscal and monetary policy, government budgeting, and the regulation of economic activity. Pierce, Savage.

466 (G) Government Budgeting (3) 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, Savage.

467 (G) The American Presidency (3) The ambivalent view of the Presidency as the key institution in the American political system: the source of great good but also of great harm. 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.

468 (G) U.S. Congress (3) The study of Congress as an institution: congressional elections, the committee system and the internal distribution of influence, and relations with the President and the Supreme Court. Southwell.

470 (G) Political Behavior (5) Political behavior of individuals in the light of psychological and sociological theory; types of political institutions and kinds of government adapted to the needs and behavior of people living in either developing or modern industrial and technological societies. Prior introductory psychology course recommended. Davies. Not offered 1984-85.

471 (G) The Human Organism and Political Development (3) Implications of research and theory on the central nervous and endocrine systems for political development and political violence. Focus on evaluating conventional assumptions about the innateness of violent political behavior. One or more courses in neurophysiology, physiological psychology, or developmental psychology helpful. Prereq: PS 470, PS 507 (Seminar: Political Behavior), or instructor's consent. Davies. Not offered 1984-85.

475 (G) Political Development and Revolution (5) 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. Prereq: PS 470 or instructor's consent. Davies. Not offered 1984-85.

476 (G) Political Revolution: Research and Theory (5) 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 1984-85.

477 (G) Political Leadership (3) 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. Leader-follower interaction, during periods of stability and instability in both developing and mature nations. Davies. Not offered 1984-85.

478 (G) Political Fiction (5) Analysis of a variety of novels and other literature and the implications of such works for understanding why people act as they do in their relationship to government. Prior credit for PS 470 and 475 recommended. Davies. Not offered 1984-85.

480 (G) Oregon Legislative Process (3) Examines major bills before the legislature and the politics of enacting them. Field trips required. Pierce. Not offered 1984-85.

481 (G) Oregon Administrative Process (3) Explores major executive agencies and their rule-making and administrative behavior. Pierce. Not offered 1984-85.

482 (G) Legislative Politics (3) Legislative operations in various governmental settings; their functions and exercises of power, composition, decision making, and influence in the political system. Southwell.

484 (G) The Supreme Court in America (3) The Supreme Court as a political body; the judicial role in the context of the economic, political, social, and psychological factors that influence the court's decisions. Klonoski.

485 (G) Civil Rights and Civil Liberties (3) The Supreme Court's rulings on civil liberties and civil rights, freedom and equality, especially under Warren and Burger. Klonoski.

487 (G) Politics of the Economy (3) The political economy of certain important social issues. Price controls, the environment and pollution, inflation, energy, and consumer protection. Each complex of issues treated in terms of relevant economic and political considerations. Mitchell. Not offered 1984-85.

488 (G) The Politics of Public Policy (3) The politics involved in policy making: 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. Wong. Not offered 1984-85.

489 (G) Comparative Public Policies (3) Definition of public policies for comparative purposes in local, national, and cross-national settings. Means of assessing their relationships, purposes, and impacts. Comparative theories about policy making in terms of political, social, and environmental factors. Not offered 1984-85.

490 (G) Community Politics I (3) 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 an audiovisual presentation analyzing some aspect of community politics. Goldrich, Medler. Not offered 1984-85.

491 (G) Community Politics II (3) Critical analysis of research in community politics. Students encouraged to develop and execute their own research projects. Prereq: PS 490. Goldrich, Medler.

492 (G) Political Decision Making (3) 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. Not offered 1984-85.

496 (G) National Security Policy (3) Factors in the development of national security policy, with emphasis on decision making, and the implications and consequences of such policies, nationally and abroad. Baugh. Not offered 1984-85.

497 (G) Environmental Politics (3) Our political economy's consequences for world environment; political aspects of ecological principles; alternative political economics and political cultural concep-

tions—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

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Field Studies (Arr)

507 Seminar (Arr)

508 Workshop (Arr)

509 Teaching Practicum (1-5) P/N only.

510 Experimental Course (Arr)



Psychology

131 Straub Hall
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Robyn M. Dawes, Department Head

Faculty

Fred Altheave, 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, mathematical 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.

Morton Ann Gernsbacher, Ph.D., Assistant Professor (cognition, psycholinguistics). B.S., 1976, North Texas State; M.S., 1980, Ph.D., 1983, Texas, Austin.

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.

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., 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.

Phillip 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.

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.

Emeriti

Robert Leeper, Ph.D., Professor Emeritus (learning, personality), B.A., 1935, Allegheny; M.A., 1928, Ph.D., 1930, Clark.

Leona Tyler, Ph.D., Professor Emerita (individual differences, interest development), B.S., 1925, M.S., 1939, Ph.D., 1941, Minnesota.

Undergraduate Studies

Undergraduate courses in psychology at the University provide a sound basis for later professional or graduate training in psychology. They also satisfy the needs of students, majors and nonmajors, who are interested in psychology primarily as a part of a broad liberal education. In addition, they provide a background in psychological principles and techniques as intellectual tools for work in other social and biological sciences and in such professional fields as education, business, law, and journalism.

Preparation. High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Both language and mathematical skills are also highly desirable. In general, the broad liberal arts training that prepares students for college studies is appropriate for majoring in psychology at the University.

Careers. Students often major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling and teaching in the public schools. Others plan on graduate work in psychology. Graduate training in psychology prepares students for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Additional career information is available from the American Psychological Association, 1200 17th Street Northeast, Washington, D.C. 20036.

Review of Courses

Among lower-division courses 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 302 and 303 are designed to teach research skills and methodologies. (2) 300- and 400-level courses are of broad interest to many different majors throughout the University as well as to psychology majors. (3) 400-level area courses are designed for psychology majors but are also open to other students who fulfill the prerequisites.

The area courses are organized into specialty groups to help the student plan a curriculum. This organization and other curricular planning aids are more fully explained in the *Psychology Undergraduate Handbook* available in the Department of Psychology, 131 Straub Hall.

Group Requirements. 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 Group Requirements: Plan I, under Registration and Academic Policies, for requirements for new students.

Social Science. PSY 201, 214, 215, 216, 303, 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, 341, 430, 431, 432, 433, 434, 436, 437, 438, 439, 445, 447, 448, 449, 450.

Major Requirements

Psychology majors at the University of Oregon must fulfill the following requirements:

1. A minimum of 36 credits in psychology—at least 24 upper-division and at least 12 taken at the University—including the following courses:
 - a. Statistical Methods in Psychology (PSY 302), Research Methods in Psychology (PSY 303), or other appropriate methodological preparation.
 - b. Elements of Statistical Methods (MTH 425 or 426) or Introduction to Statistical Theory (MTH 441 or 442), if the course is taken in lieu of Statistical Methods in Psychology (PSY 302).
2. One course in three of the following areas:
 - a. human experimental psychology
 - b. physiological psychology
 - c. social psychology
 - d. personality and psychopathology
 - e. developmental psychology
 At least one of the area courses must be from those giving science credit (a or b) and at least one from those giving social science credit (c, d, or e).
3. At least 24 of the 36 credits must be graded.
4. A course in which a student receives a D grade cannot be counted toward the major requirement of at least 36 passing credits (a grade of C or P or better).

In addition to the above requirements, it is recommended that, prior to taking PSY 302 and 303, 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 214, 215, 216 (social science).

Note: PSY 302 and 303, or other appropriate methodological preparation (or instructor's

consent), are prerequisites for all area 400-level courses. In addition, students should examine carefully the prerequisites for all 400-level courses.

Planning a Program

In addition to attending lecture courses, students may participate in seminars, reading courses, laboratory work, field work, and other means of gaining experience. With the aid of advisers, students design programs directed toward one of four options: liberal arts, professional, honors, or secondary education certification.

Sample Program

The sample program below provides an idea of a typical course load during the freshman year.

Fall term	15-16 credits
Arts and Letters elective	3
Health	3
Mathematics	4
Physical education	1
Sciences elective	3-4
Winter term	17-18 credits
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 credits
Arts and Letters elective	3
Introduction to Psychology (PSY 201)	4
Mathematics	4
Physical education	1
Sciences elective	3-4
Social Sciences elective	3

The departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the adviser.

Peer Advising. The psychology department 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, 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 adviser who is knowledgeable about departmental and University regulations and opportunities.

Liberal Arts Curriculum

Some students are interested in studying psychology with a view toward understanding the diversity of human nature; its relation to literature, science, and the arts; and its contribution to general intellectual currents. They place less emphasis on technical skills in giving tests, running experiments, or analyzing data, and more emphasis on the theories and ideas 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*.

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.

Honors Curriculum

Students with good records who plan to pursue a career in psychology may consider applying to the departmental honors program at the end of their sophomore year. The honors program centers around an independent research project which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available from the department.

Secondary School Teaching

The department offers work toward basic and standard certification to teach in public secondary schools. For additional information regarding departmental requirements for psychology, students should see the departmental adviser for teacher education and inquire at the secondary education office in the College of Education.

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.

Minor Requirements

The Department of Psychology offers a psychology minor in two options: psychology or psychology with cognitive science emphasis. All courses must be passed with grades of C- or Pass. Special Studies (PSY 199) does not count toward the minor. Each option requires 24 credits in psychology, to be distributed as follows:

Psychology Option	24 credits
Introduction to Psychology (PSY 201)	4
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) or equivalents from other departments	8
Four upper-division psychology area courses drawn from at least two areas	12

Cognitive Science Option 24 credits

Any two courses in computer science; Introduction to Computer Science I, II (CIS 201, 203), highly recommended. Experimental Course: Computers in Psychology (PSY 410) may substitute for one CIS course 8
Introduction to Linguistics (LING 290) or Elements of Linguistics (LING 421) 4

At least 12 upper-division credits in psychology, with the following additional requirements:
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) 4-8
Statistical Methods in Psychology (PSY 302) and Research Methods in Psychology (PSY 303) 8
Cognition (PSY 435) or two terms of Advanced Experimental Psychology PSY 430, 431, 432) 3-10
In addition, a list of recommended electives is available in the department office.

Graduate Studies

The department emphasizes graduate work at the doctoral level and at a specialized master's level. The four major Ph.D. programs are general experimental; physiological psychology, which emphasizes an interdisciplinary neuroscience program with biology and chemistry; clinical; and developmental-social-personality.

A Master of Arts (M.A.) or Master of Science (M.S.) degree is available for a limited number of students not in the Ph.D. program.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental labs for human research, including a variety of large and small computers for on-line experimental control; and well-equipped animal laboratories.

All students applying for admission to a Ph.D. program in psychology must provide scores on both aptitude and advanced tests in the Graduate Record 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 (GTFs), may be obtained from the department.

During the first year of graduate work, students acquire a broad background in psychology and are introduced to research. The student's specific program is planned in relation to prior background, current interests, and future goals. Research experience and a dissertation are required of all Ph.D. candidates; teaching experience is recommended, and opportunities to teach are made available. For general regulations governing graduate work at the University, see the **Graduate School** section of this catalog.

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 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 proseminar in clinical research topics, and (3) a clinical core sequence in assessment and in behavior change, with an associated practicum. The second-year practicum experience, as well as advanced-level clinical-research training, are 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.

Master's Program in Organizational Psychology

A special master's degree program is available in organizational psychology. Program components are designed to provide students with a balance of theoretical and applied training. Applied training is provided through 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 credits of course and field work. Course work in organizational psychology features organizational development, human resource management, training technology, group processes, quality-of-work-life technology, organizational consulting skills, human factors, statistics, social psychology, and personnel assessment.

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.

Courses in Psychology (PSY)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See **Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.**

Lower-Division Courses

Note: Not all courses can be offered every year.

199 Special Studies (1-3)

200 SEARCH (1-3) P/N only.

201 Introduction to Psychology (4) Perception, learning, thinking, development, social behavior, motives and emotion, and both the normal and abnormal personality. Overview of modern psychology in terms of both biological and social factors.

211 Sensation and Perception (4) How the various sense organs work and how sensory information is organized into knowledge about the world around us.

212 Learning, Thinking, and Conditioning (4) Modern behaviorism emphasizing the practical role of reinforcement and punishment and theoretical conceptions of the learning process; information-processing conceptions of learning; psycholinguistics or other complex cognitive processes.

213 Introduction to Physiological Psychology (4) Relationships between activity of the nervous and endocrine systems and behavior. Topics typically include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, learning, and special properties of the human brain.

214 Personality (4) Nature and organization of personality, normal and abnormal; individual differences; psychometric and behavioral assessment.

215 Developmental Psychology (4) Growth of individual and social forms of behavior (mainly in humans); intelligence; motor behavior; perception, learning, and other cognitive functions; motivation and emotion.

216 Social Psychology (4) Attitudes and beliefs; social perception and judgment; communication; social interaction and group influences on behavior; aggression, altruism, and conformity.

217, 218, 219 Introduction to Experimental Psychology (Honors College) (4,4,4) Fundamental concepts and facts in perception, learning, and motivation. Lectures, laboratories. Open to selected students outside Honors College with instructor's consent. Enrollment limited to twenty-five.

Upper-Division Courses

Note: Not all courses can be offered every year.

302 Statistical Methods in Psychology (4)

Probability and statistics as applied in psychological research. Topics include hypothesis testing, correlation and regression, and design of experiments. Prereq: MTH 100 or equivalent; MTH 101 recommended.

303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding from written and taped sources, interviews, questionnaires, tests, and experiments. Prereq: PSY 201; or one course from PSY 211, 212, 213 and one from PSY 214, 215, 216; or PSY 217 and 218; and PSY 302.

341 Psychology of Visual Art (3) Interrelationships between the psychology of perception and the pictorial arts. Perceptual, cognitive, and affective bases of pictorial art. Topics include perceptions of space, color, form; the function of images; effects of learning; anamorphic painting; cartoons and caricatures. Prereq: PSY 211 or instructor's consent.

351 Motivation (3) Conceptions of motivation; human and animal research on instinct, arousal, motivational physiology, learned motives, conflict and stress, and organization of dispositions. Not offered every year.

353 Psychology of Work (3) 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 every year.

357 Pseudopsychologies (3) A vaguely defined and poorly bounded set of systems, beliefs, and practices: 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. Evaluation of evidence and claims in support of pseudopsychologies. Focus on deception of the mind.

374 Infancy (3) 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. Individual differences in temperament, early interaction patterns of infant and caretaker. Prereq: course work in psychology.

383 Drugs and Behavior (3) Physiological and behavioral effects of psychoactive drugs such as alcohol, opiates, barbiturates, and excitants. The psychology of use and overuse; therapies for correcting drug problems.

388 Human Sexual Behavior (3) The nature of human sexuality; hormonal, instinctual, and learned factors in sexuality; psychosexual development; frequency and significance of various types of sexual behavior; sexual inadequacy; homosexuality; sexual deviation.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3) P/N only.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

406 Field Studies (Arr)

407 (G) Seminar (Arr) Opportunity for small groups of students to pursue further the subject 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 topics include Activity and Rest, Behavior Modification, Cognitive Development, Color Vision, Problem Solving, Psycholinguistics, Social Cognition, Socialization.

408 Laboratories Projects (Arr)

409 Practicum (1-3R) P/N only.

410 (G) Experimental Course (Arr)

411 (M) Theories of Personality (3) Main phenomena of personality; critical comparison of the outstanding conceptual systems developed to account for these phenomena.

413 (M) Humanistic Psychology (3) Philosophy and theories of personality of the "Third Force" school of psychology; what distinguishes humanistic psychology from behavioristic, psychoanalytic, cognitive, existential, and transpersonal theories of personality. Prereq: PSY 411 or instructor's consent.

415 (M) Prejudice (3) Theory and research on the origins, maintenance, and modification of intergroup prejudice. Prereq: social psychology courses or instructor's consent. Not offered every year.

417 (M) Environmental Psychology (3) The effects of the physical environment on human behavior; humankind's use of space, population regulation, physical environment and development, and architectural design and behavior. Prereq: social psychology courses or instructor's consent.

419 (M) Group and Individual Differences (3) 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. Not offered every year.

421 (M) Psychobiological Development (3) 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. Prereq: physiological or comparative psychology courses and instructor's consent. Not offered every year.

423 (M) Psychological Aspects of Early Childhood Education (3) Methods (both theoretical and practical aspects) of early childhood education; use of psychological research techniques to evaluate their desirability and effectiveness. Prereq: developmental or learning psychology courses or instructor's consent. Not offered every year.

425 (M) Psychology of Sex Differences (3) The development of sex differences: biological differences; societal sex roles and sex typing; personality theorists' views of the woman; the different status of girl and boy, man and woman throughout the life cycle. Prereq: psychology courses.

427 (M) Abnormal Psychology (3) Unusual behavior including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustments considered in their exaggerations in the "neurotic" person. Prereq: PSY 201; or one course from PSY 211, 212, 213 and one from PSY 214, 215, 216; or PSY 217 and 218. PSY 302 recommended.

Areas

Note: Area courses are upper division and carry graduate credit. PSY 302 and 303, equivalent methodological background, or instructor's consent are prerequisites for all area courses.

Experimental Area

430, 431, 432 (G) Advanced Experimental Psychology (5,5,5) Functional operations of the human nervous system in perceiving, remembering, transferring, and responding to information; techniques of information theory, signal-detection theory, statistics, and computer control of experiments. Prereq: PSY 302, 303, instructor's consent.

433 (G) Learning and Memory (3) Experimental and theoretical work on learning in animals and humans. Environmental and biological determinants of conditioning; symbolic learning and memory in humans. Prereq: PSY 302, 303.

435 (G) Cognition (3) Issues of memory: coding for storage, control processes for storage, semantic memory, and retrieval of memory codes; attention and cognitive control; analysis of more complex cognitive tasks such as reading and sentence comprehension; approaches to problem solving. Prereq: PSY 302, 303. Not offered every year.

436 (G) Human Performance (3) The complexities of skilled human performance. Motor and intellectual capacities; limitations in ability to sense, perceive, store, and transmit information; analysis of the flow of information within the nervous system; applications of performance principles to human-machine systems. Prereq: PSY 302, 303, 435.

438 (G) Psychology of Perception (3) Fundamental concepts of vision, audition, somesthesia, etc. Psychophysiological factors and psychophysical methodology. Prereq: PSY 302, 303.

440 (G) Psycholinguistics (3) Processes and structures underlying language use. Sound structure, meanings, and syntactic organization in comprehension and production by native speakers. Methods of studying language processing. Relationship between psycholinguistic data and observations from linguistics and neurophysiology. Prereq: LING 421, PSY 302, 303, 435.

Physiological Area

445 (G) Brain Mechanisms of Behavior (3) Functional organization of the mammalian brain including that of humans. Brain mechanisms of sensation, perception, arousal and vigilance, reproductive behavior, and memory. Prereq: PSY 302, 303; work in biology or PSY 213.

447 (G) Cellular Mechanisms of Behavior (3) Physiological and biophysical properties of nerve cells which provide mechanisms underlying coordinated movement, sensation, perception, and certain aspects of motivation. Prereq: PSY 302, 303; chemistry or physics.

448 (G) The Integrative Action of the Nervous System (3) Concentration on the possible neural basis of higher brain functions such as selective attention, perceptual discrimination, pattern recognition, and motor control. Prereq: PSY 302, 303; PSY 445 or 447. Not offered every year.

449 (G) Sensory Processes (3) Cellular mechanisms of sensory reception and coding in the major mammalian sensory modalities. Prereq: PSY 302, 303; PSY 445 or 447 or BI 414.

450 (G) Hormones and Behavior (3) Interactions among the brain, endocrine system, and behavior. Topics typically include sexual, parental, and aggressive-defensive behaviors. Prereq: PSY 302, 303; PSY 213 or equivalent work in biology.

Social Area

456 (G) Social Psychology I: Attitudes and Social Behavior (3) Factors that lead to the development, maintenance, and modification of social attitudes and beliefs; theory and research of human aggression, prejudice, and altruism; attitudinal and situational components of social behavior. Prereq: PSY 302, 303.

457 (G) Social Psychology II: Group Processes (3) Relationship of the individual to social environment, especially in small-group participation; the acquaintance process, power and dependence, roles in the group, the part played by the group in attitude change. Prereq: PSY 302, 303; PSY 456 recommended.

458 (G) Experimental Social Psychology Laboratory (3) Research methods and problems in theory and research, experimental design, experimental methods, the social psychology of the individual, group influence on individual behavior, social interaction, and group structure and membership. Prereq: PSY 302, 303; PSY 456 or 457 or instructor's consent. Not offered every year.

462 (G) Group Consultation (3) Study, evaluation, and modification of group processes. Conceptualization of problem-solving groups as part of larger social systems with emphasis on the analysis of constraints imposed by the larger system. Prereq: PSY 302, 303; PSY 456 or 457, SOC 430 or 431, or instructor's consent. Not offered every year.

Personality and Psychopathology Area

466 (G) Personality Research (3) Leading conceptual models of individual differences; how knowledge about personality effects is generated; organismic and situational influences on behavior, acquisition of personality traits, development of self-concept, interpersonal perception, studies of modeling, behavior change. Prereq: PSY 302, 303; PSY 411 or equivalent. Not offered every year.

467 (G) Survey of Psychotherapeutic Methods (3) Major models and methods of psychological treatment and their application in both community and institutional settings. Prereq: PSY 302, 303; PSY 427 or equivalent or instructor's consent.

470 (G) Principles and Methods of Psychological Assessment (3) Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; psychological assessment techniques. Prereq: PSY 302, 303; MTH 425 or equivalent.

472 (G) Behavior Modification (3) Principles of behavior modification and their application to behavior problems in clinical, institutional, and community settings. Prereq: PSY 302, 303. Not offered 1984-85.

473 (G) Marriage (3) The behavioral science basis of dyadic interactions; adult intimacy and love relationships in marriage. Clinical-counseling approaches; assessment, marital therapies, and evaluation of procedures designed to bring about changes in couples' relationships. Models of marital adjustment and assessment of interpersonal relationships. Prereq: PSY 302, 303. Not offered every year.

Developmental Area

475 (G) Cognitive Development (3) Intellectual development in children; classical and operant conditioning, memory, attention and concept formation; perceptual, motor, and language development. Prereq: PSY 302, 303; prior courses in learning or instructor's consent.

476 (G) Language Acquisition (3) In-depth study of an important area of child development covered only superficially in other courses. Semantic and syntactic development. The development of communication skills. Prereq: PSY 302, 303; prior courses in learning or developmental psychology or instructor's consent. Not offered every year.

478 (G) Child Socialization (3) Socialization processes in infancy, childhood, adolescence, maturity, and old age. The development of attachments in infants, growth of identification, conscience and morality, peer groups, family interaction, and the development of psychopathology. Prereq: PSY 302, 303; prior courses in personality, social, abnormal, or developmental psychology; or instructor's consent.

479 (G) Emotional Problems of Childhood (3) Origin, nature, and treatment of emotional disorders of childhood from a psychodynamic and developmental orientation. 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. Prereq: PSY 302, 303; courses in personality, abnormal, and developmental psychology or instructor's consent. Not offered every year.

General Advanced Courses

485 (G) History and Systems of Psychology (3) The development of modern psychology. The comprehensive theoretical systems (behaviorism, stimulus-response psychology, Gestalt psychology, psychoanalysis, and mathematical models) developed to help deal with methodological and substantive problems in psychology. Prereq: 12 credits of upper-division psychology.

487, 488, 489 (G) Advanced Applied Psychology (3,3,3) Theory and practice in the application of psychology to problems of individuals, groups, and organizations. Emphasis on data gathering and data-based interventions, based broadly on systems theory. Previous work in experimental, personality, and social psychology strongly recommended.

490, 491, 492 Honors (1,1,1)

Graduate Courses

Note: Not all courses can be offered every year.

501 Research (Arr) P/N only.

502 Supervised College Teaching (1-3) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr) Topics vary from year to year. P/N only.

507 Seminar (Arr) Seminars vary from year to year, depending on faculty interests. Topics include Attitudes; Cognitive Development; Community Psychology; Group Dynamics; Human Performance; Language and Cognition; Memory; Perception; Proseminars: Clinical, Developmental, Experimental, Personality-Social, Physiological; Social Cognition; Social Influence; Socialization; Thinking.

508 Clinical Work with Children (1-9) Work with deviant children and their families, emphasizing the behavior modification approach. Enrollment for minimum of three consecutive terms required. Prereq: course work in learning and behavior modification and instructor's consent. Not offered every year.

509 Practicum (1-9) Supervised work in assessment and treatment coordinated with didactic clinical core courses. Prereq: instructor's consent.

510 Experimental Course (Arr)

511, 512, 513 Statistical and Quantitative Methods in Psychology (3,3,3) Basic concepts of probability and statistics. Use of probability theory in psychological theory construction; application of multivariate methods; design of experiments. Prereq: MTH 425 or equivalent.

514 Learning (3) The capacities and functions involved in learning, storage, retrieval, and transformation of information. Classical and instrumental learning, skill learning, short- and long-term memory, classification and rule learning, problem solving, language behavior. Prereq: basic knowledge of experimental psychology and instructor's consent. Not offered every year.

515 Perception (3) Factual knowledge and theory concerning sensory function and perceptual information processing. Not offered every year.

516 Physiological Psychology (3) The fundamental aspects of brain-behavior relationships. Neuron physiology, sensory systems, nonspecific afferent systems; emotion, motivation, learning from a neurophysiological viewpoint. Not offered every year.

517 Social Psychology (3) Current theory and research concerning the individual within a social context. Not offered every year.

518 Developmental Psychology (3) Development of the child's behavior and judgment from infancy to early adolescence. Development of conceptual ability, language, affectional and social behavior, aggression, imitation, and morality. Cognitive development from both learning theory and Piagetian viewpoints. Not offered every year.

519 Personality (3) Personality theory and research. Not offered every year.

520 Psychopathology (3) Definition and measurement of deviant behavior; critical review of research literature on etiology, intervention, and outcomes in psychoses, neuroses, and personality disorders. Prereq: PSY 427 or instructor's consent. Not offered every year.

524, 525, 526 Proseminar in Clinical Psychology (1-3,1-3,1-3) Current issues and problems in clinical psychology with emphasis on application of relevant research strategies. Required of first-year graduate students in clinical psychology. P/N only.

528 Assessment I: Psychological Testing (3) Theories and methods of objective psychological test construction emphasizing logic of test construction, reliability, validity, and other psychometric problems. Prereq: PSY 512 or equivalent.

529 Assessment II: Personality Assessment (3) Theory, methods, and related research in approaches to personality assessment, including projective and objective methods. Prereq: PSY 512 or equivalent and PSY 528.

530 Assessment III: Assessment of Cognitive Functions (3) Intensive study of selected clinical decision-making situations requiring information about cognitive functioning. Includes a practicum with neurologically damaged individuals. Prereq: PSY 528 and 529 or equivalents.

531 Behavior Change I: Interview Therapies (3) The major systems of individual psychotherapy. Required of second-year clinical graduate students; instructor's consent required for other students. Not offered every year.

532 Behavior Change II: Behavior Modification (3) Bases of behavioral modification techniques and issues related to their application. Extant procedures and their origins in experimental psychology; strengths and limitations of these techniques; problem areas requiring research exploration. Required of second-year clinical graduate students; instructor's consent required for other students. Not offered every year.

533 Behavior Change III: Child and Family Therapy (3) Modification of deviant child behaviors, particularly in the family setting; emphasis on interpersonal and operant approaches to child and family therapy. Required of second-year clinical psychology graduate students; instructor's consent required for other students.

535 Advanced Social Psychology (3) Social behavior in relation to current psychological theory and research. Not offered every year.

537, 538, 539 Advanced Clinical-Research Practicum (1-9,1-9,1-9) Specialized work with particular clinical problems (e.g., depression, self-control), focusing on the development of testable hypotheses about the phenomena. Students work in small teams with the clinical staff in an attempt to generate systematic assessment and treatment approaches.

546 Multivariate Methods in Psychology (3) Theory and application to psychology of factor analysis and other multivariate methods. Prereq: PSY 513 or equivalent. Not offered every year.



Religious Studies

223 Chapman Hall
Telephone 686-4971
Hee-Jin Kim, Department Head

Faculty

Hee-Jin Kim, Ph.D., 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.

Emeritus

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 option, but those planning to teach in public schools and to qualify for a secondary social studies endorsement are advised to select the general option. Students planning on graduate school, research, and college or university teaching are advised to follow the specialized option.

Major Requirements

All students are required to take Great Religions of the World (R 201, 202, 203).

General Option

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 Option. 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), Japan, 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 credits in religious studies, 9 of which must be upper division. Certain courses in other departments may be applied toward the satisfaction of the 18 credits. (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 accepted as a passing grade in 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 credits

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 credits

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 credits

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 credits

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 Earth's Dynamic Interior (GEOL 101), or Essentials of Physics (PH 101)	3-4
Foreign language or literature	3-4
Elective	3

Winter term 15-17 credits

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 Face of the Earth (GEOL 102), or Essentials of Physics (PH 102)	3-4
Foreign language or literature	3-4
Elective	3

Spring term 15-17 credits

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

Minor Requirements

The minor in religious studies requires 24 credits, including 9 in Great Religions of the World (R 201, 202, 203) and 15 upper-division credits in religious studies. All courses must be taken on a graded basis. Grade requirements for the minor are the same as those for the major.

Honors Program in Religious Studies

Requirements for a degree with honors in religious studies include the following:

1. Satisfaction of the requirements for a major.
2. A cumulative grade point average of 3.50 in courses taken to satisfy the major requirement.
3. Satisfactory completion of an honors thesis. The candidate for honors normally registers for 3 credits of Research (R 401) winter term of the senior year in order to prepare for writing the thesis, and for 3 credits of Thesis (R 403) spring term, when writing the thesis. A faculty committee of two supervises the thesis project. A first draft of the thesis must be submitted six weeks before the end of the term in which the student expects to graduate, and the final draft four weeks before the end of the term.

Courses in Religious Studies (R)

<p>Arr: credits to be arranged Coreq: corequisite P/N: Pass/No pass Prereq: prerequisite R: repeatable for credit</p> <p>Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.</p>
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Lower-Division Courses

111 Introduction to the Study of the Bible (3) Content and organization of the various Jewish and Christian scriptures, scholarly method in the study of the Bible, and standard research tools used in the study of the Bible. Not for upper-division students; seniors may be required to meet a higher grade standard than other students.

199 Special Studies (1-3)

200 SEARCH (1-3)

201, 202, 203 Great Religions of the World (3,3,3) Hinduism, Buddhism, Confucianism, Taoism, Shinto, Zoroastrianism, Judaism, Christianity, and Islam. Examination of their beliefs, practices, and institutions in history and culture.

230 Varieties of Eastern Meditation (3) Classical yogic-meditational methods and philosophies of various Eastern religious traditions. Kim. Not offered every year.

Upper-Division Courses

301 Religions of India (3) 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.

302 Chinese Religions (3) Prehistoric roots of Chinese religion; Confucius and his followers; philosophical Taoism; Han Confucianism; religious Taoism; Chinese Buddhism; Neo-Confucianism; religion in China today. Kim.

303 Japanese Religions (3) Early Shinto and its developments; Japanese Buddhism; transformation of Taoism and Confucianism; medieval Shinto; religion in the Tokugawa period; Nationalistic Shinto; folk religion; new religions. Kim.

306 Judaism and Christianity since C.E. 70 (3)

Post-Biblical developments in Judaism and Christianity; medieval Jewish philosophy and mysticism, and modern developments; 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. Not offered every year.

307 Religions of the Islamic World (3) 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. Not offered every year.

311, 312, 313 Ancient Near Eastern and Mediterranean Religions I, II, III (3,3,3) Religions of the ancient Near East and of the ancient Mediterranean region. 311: Egypt, Mesopotamia, Asia Minor, and Palestine before the Persian period. 312: Persia, Greece, and Judaism before the Roman period. 313: Rome, Hellenistic religions, beginning of Christianity. Sanders.

321, 322, 323 History of Christianity (3,3,3) The course of Christian history in East and West; the relations between spirituality, doctrine, and institutional forms. 321: from the New Testament period to the Iconoclastic Controversy; 322: the Middle Ages, the schism between East and West, and the reform movement in the West; 323: the Reformation and the modern period. Reynolds.

324, 325 History of Eastern Christianity (3,3) 324: the church in the Eastern Roman Empire and its expansion in Europe, the Eastern churches and Islam; 325: the Eastern churches from the 15th century to the present. Prereq: R 321 or equivalent. Reynolds. Not offered every year.

330, 331 Buddhism and Asian Culture (3,3) Beliefs, symbols, values, and practices of Buddhism. 330: Theravada Buddhism; 331: Mahayana Buddhism. Kim. Not offered every year.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)**401 Research (Arr)****403 Thesis (Arr)****405 (M) Reading and Conference (Arr)****406 (M) Special Problems (Arr)****407 (M) Seminar (Arr)****408 (M) Colloquium (Arr)****409 (M) Practicum (Arr)****410 (M) Experimental Course (Arr)****419, 420 (M) Philosophy of Religion (3,3)** Not offered every year.**421 (M) Contemporary Social Problems and Religion (3)** Not offered every year.**423, 424, 425 (M) Contemporary Philosophies of Religion and Theological Movements (3,3,3)** Not offered every year.

430 (M) Zen Buddhism (3) Some salient aspects of Ch'an and Zen Buddhism. Historical development; koan and zazen; Zen classics; enlightenment and philosophy; cultural impact. Kim. Not offered every year.

431 (M) Readings in Zen Classics (3) Selected Ch'an and Zen works in English translation, such as *Pi-yen-lu (The Blue Cliff Record)*, *Wu-men-kuan (The Gateless Gate)*, and *Shobogenzo (The Treasury of the True Dharma Eye)*. Kim. Not offered every year.

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.

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, Occitan). B.A., 1957, Ph.D., 1960, Yale. On leave 1984-85.

David J. Curland, M.A., Senior Instructor (Spanish); Head, Russian; 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.

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.

Elisabeth A. Marlow, Ph.D., Assistant Professor (French, 17th-century literature and civilization). Diploma, 1953, Hautes Etudes Commerciales, Paris; M.A., 1958, Ph.D., 1966, Oregon. On leave 1984-85.

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*; Codirector, Comparative Literature Program. 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.

Emeriti

Chandler B. Beall, Ph.D., Professor Emeritus; Editor Emeritus, *Comparative Literature*. B.A., 1922, Ph.D., 1930, Johns Hopkins.

David M. Dougherty, Ph.D., Professor Emeritus. B.A., 1925, Delaware; M.A., 1927, Ph.D., 1932, Harvard.

Carl L. Johnson, Ph.D., Professor Emeritus. B.A., 1924, M.A., 1925, Iowa; Ph.D., 1933, Harvard.

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 primary language and literature and a supporting area. The major in Romance languages is a liberal arts major, providing a solid background for those interested in professional graduate work, teaching, and, increasingly, other professional careers.

Preparation. The department recommends the following preparation for a course of study leading to a major in Romance languages:

1. As much work as possible in French, Spanish, or both.
2. Knowledge of European or Latin American history and geography.
3. Familiarity with literature in any language 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 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 have a second major in 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. See Overseas Study below.

Major Requirements

Romance Languages. For the B.A. degree in Romance languages, students must have 30 graded credits in one language beyond the second-year sequence, of which at least 9 must be in literature and 9 in composition and

conversation, plus 15 graded credits beyond the second-year sequence in a second Romance language. Students whose first language is French must have 18 credits of French literature, normally to include Introduction to French Literature (FR 301, 302, 303). At least three upper-division French literature courses beyond the FR 301, 302, 303 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 credits
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 credits 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 credits 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 credits 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 credits 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., art history, Latin American art or geography, Spanish history, Hispanic history or culture and civilization, Chicano literature.

Alternate Major in Spanish. For students with strong interest in the related fields of linguistics, social sciences, and area studies, 45 graded credits 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 courses: 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., art history, Latin American art or geography, Spanish history, Hispanic history or culture and civilization, Chicano or Portuguese and Brazilian literature.

Minor Requirements

Students may earn a minor in French or Italian or Spanish (not in the Romance languages degree program) by completing 24 graded credits in upper-division courses in one language area. At least 9 credits must be in language study and 9 in literature.

Secondary School Teaching

The Department of Romance Languages offers programs leading to basic and standard certification as a teacher of French, Italian, or Spanish in junior and senior high schools. To be recommended for certification, the student must complete the approved program for secondary teachers which includes (1) subject matter preparation in the teaching specialty, essentially equivalent to major requirements in a single language, 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 composite score of 250 or better in the Modern Language Association (MLA) proficiency test in order for the department to recommend them for student teaching and certification.

For specific information regarding certification or endorsement requirements for Romance languages, students should consult the departmental certification advisers and 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 inquire at the department office.

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 1986-87. 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) 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 (P/N) credits in Thesis (RL 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 France at the University of Poitiers. 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 (at the Italian University for Foreigners), and in Xalapa, Mexico.

Information on other foreign study programs is available in the department office. Courses taken in foreign study programs in which the major part of the reading or lectures or both is in English do not count toward the major or the B.A. language requirement.

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 and language scores should be submitted, preferably prior to March 1 for fall admission. Application for a graduate teaching fellowship (GTF), included in the graduate application packet, is optional.

Graduate students in the department who hold a GTF must enroll each term in at least two graduate seminars or courses leading toward the graduate degree. Workshop: Teaching Methods (RL 508), required for all beginning GTFs, is a departmental M.A. requirement in addition to 45 graded credits. No more than 15 credits may be taken outside the department; in order to count toward the degree, they must form part of a coherent program approved by the student's adviser and the graduate committee.

A number of GTFs are available each year for new graduate students in the department. Application may be made through the department. Students are encouraged to apply by March 1 for fall admission and appointment priority. GTFs receive an annual stipend of \$4,300 to \$5,300, 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, Romance Languages, and Russian. It provides opportunity for advanced study of several literatures in their original languages. For more information, see the **Comparative Literature** section of this catalog.

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 credits 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 the adviser's approval, authorize the granting of the M.A. after the student has completed 56 graded graduate credits 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 graduate credits in French

and a minimum of 9 graded credits in education, as well as a comprehensive examination. Students may apply to the department's graduate committee to complete the degree without the examination by taking an increased number of courses (47 credits in French and 9 in education). Many courses taken to meet the requirements for the degree may be valid for certification. Completion of this course of study in conjunction with the professional program partially fulfills the requirements for the Oregon standard certificate. In any case, no interdisciplinary master's degree will be granted to 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 credits of graduate work, including 9 in education, as well as a comprehensive examination. In addition, a summer program in Mexico is available to enhance formal study through immersion in the language and culture. The M.A. 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 Curliand.

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 a national literature; a period (e.g., the Renaissance); and a genre (e.g., the novel).

Candidates must complete a minimum of 15 graduate courses including at least three courses in the literature of one or more Romance languages other than the 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 a description of the program from the department.

Courses in Romance Languages (RL)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

- 199 Special Studies(1-3)**
200 SEARCH (1-3)
230 Introduction to French Literature in Translation (3) Representative masterworks in English translation. Theme or topic varies. Not offered every year.
231 Introduction to Italian Literature in Translation (3) Representative masterworks in English translation. Theme or topic varies. Not offered every year.
232 Introduction to Spanish Literature in Translation (3) Representative masterworks in English translation. Theme or topic varies. Not offered every year.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

- 400 SEARCH (1-3)**
403 Thesis (Arr) Required for B.A. with honors.
405 Reading and Conference (Arr)
407 (G) Seminar (Arr)
408 Workshop (Arr)
409 Practicum (Arr) P/N only.
410 (G) Experimental Course (Arr)

Graduate Courses

- 501 Research (Arr)** Prereq: instructor's consent. P/N only.
503 Thesis (Arr) P/N only.
505 Reading and Conference (Arr)
507 Seminar (Arr)
508 Workshop (Arr) Teaching methods offered fall term only. Required for M.A. candidates and for beginning Romance languages GTFs.
509 Practicum (Arr) P/N only.
515 Research Methods in Romance Languages (4) Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, and scholarly writing. P/N only. Not offered every year.
516 Modern Criticism (4) Study of selected modern critics such as Barthes, Poulet, Girard, Foucault, Derrida, Eco, and Benjamin.
523, 524, 525 The Troubadours (4,4,4) See description under Courses in Portuguese and Provençal.
561, 562 Surrealism (4,4) See description under Courses in French.

Courses in French (FR)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Not all listed courses can be offered every year. Courses taught only in Poitiers are listed after Graduate Courses in French. Native speakers of French may not enroll in lower-division courses.

Lower-Division Courses

- 101, 102, 103 First-Year French (4,4,4)** Introduction to French stressing comprehension, speaking, reading, and writing. Grammar, elementary composition, and oral drills. 103: conversation classes

available to interested students for supplementary credit.

- 104, 105 First-Year French (6,6)** Covers in two terms the work of FR 101, 102, 103. For students who want to begin French in the winter term.
RL 199 Special Studies (1-3)
201, 202, 203 Second-Year French (4,4,4) Selections from representative authors; review of grammar; considerable attention to oral use of the language.
RL 230 Introduction to French Literature in Translation (3) See description under Courses in Romance Languages.

Upper-Division Courses

- 301, 302, 303 Introduction to French Literature (3,3,3)** Representative works from the Middle Ages to the present. Organized around a different theme each year. Prereq: two years of college French or equivalent.
304, 305, 306 The French Novel (3,3,3) Selected novels from the 17th century to the present. Birn, F. Calin. Not offered every year.
317 French Poetry (3) Selected poems from the Middle Ages to the 20th century by such major figures as Chrétien de Troyes, Villon, Ronsard, LaCepède, Saint-Amant, La Fontaine, Voltaire, Chénier, Hugo, Baudelaire, Aragon. Initiation to literary movements and to modern critical analysis. W. Calin, Desroches. Not offered every year.
318 Contemporary French Theater (3) Major trends and movements in modern French drama. Birn, Sohllich. Not offered every year.
319 Baudelaire, Verlaine, Rimbaud (3) Masterworks by three creators of the modern spirit in poetry; introduction to textual analysis. F. Calin, Sohllich. Not offered every year.
320 Short Fiction (3) Selected short fiction by such authors as Voltaire, Diderot, Mérimée, Maupassant, Camus, Aymé, Beckett, Robbe-Grillet. Some attention given to the evolution of the short story as a genre. Desroches, Rendall. Not offered every year.
321, 322, 323 French Composition and Conversation (3,3,3) Exercises in pronunciation, comprehension, and composition in a cultural or literary context. Opportunities for conversation. Conducted in French. Prereq: two years of college French or equivalent.
331, 332, 333 French Pronunciation and Phonetics (2,2,2) The fundamentals of French pronunciation with special attention to each student's difficulties. Prereq: two years of college French or equivalent. Normally required of candidates for teacher certification.
Note: Additional 300-level courses, offered only in Poitiers, are listed after Graduate Courses.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

- RL 403 Thesis (Arr)** Required for B.A. with honors.
RL 405 Reading and Conference (Arr)
RL 407 (G) Seminar (Arr) Several seminars offered each term. Recent topics include 18th-century French Comedy, Voltaire, The Theme of Religion, Contemporary French, Proust to Beckett, The New Novel, and Romanticism.
RL 409 Practicum (Arr) P/N only.
RL 410 (G) Experimental Course (Arr) Recent topics include Political Aspects of Culture, Literary Translation, Women in 17th-Century Literature, and Flaubert to Proust.
420 (G) Modern Romance (4) 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. Prereq: reading knowledge of French. W. Calin.

- 421 (G) Topics in Romanticism (4)** Close reading of literary texts (poetry, fiction, theater) from the first half of the 19th century. Modern critical approaches applied to the Romantic mentality. Works by Lamartine, Vigny, Hugo, Musset, Barbey d'Aureville. W. Calin. Not offered every year.
423 (G) Molière (4) Intensive study of representative plays by Molière with emphasis on modern criticism. Prereq: FR 301, 302, 303 or equivalents. Marlow, Rendall.
424 (G) Racine (4) Intensive study of representative plays by Racine with emphasis on modern criticism.

- Prereq: FR 301, 302, 303 or equivalents. Marlow, Rendall.
425 (G) Modern Women Writers (4) Analysis of works by a variety of French women writers of the 20th century. Themes and narrative techniques emphasized. Prereq: reading knowledge of French. Birn.
426 (G) The World of Sartre (4) Evaluation of Sartre's contributions to political and social theory, to the theater, novel, and autobiography, and to literary criticism. The influence of the society of his time upon Sartre; how he in turn has contributed to the shaping of 20th-century literature and ideas. Prereq: FR 301, 302, 303 or equivalents. Birn.

- 429, 430, 431 (G) French Culture and Civilization (3,3,3)** Political and social backgrounds of French literature; introduction to French music and art. Prereq: FR 301, 302, 303, or FR 321, 322, 323 or equivalents. Marlow, Sohllich.
435 (G) 18th-Century French Comedy (4) 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. Prereq: FR 301, 302, 303 or equivalents. Desroches.
436 (G) 18th-Century French Novel (4) Evolution of the French novel in the 18th century and its various forms: picaresque, epistolary, autobiographical, sentimental, and psychological. Prereq: FR 301, 302, 303 or equivalents. Desroches.
437 (G) Les Philosophes (4) Evolution and triumph of the philosophical movement in 18th-century France through close study of key works of the major *philosophes*. Prereq: FR 301, 302, 303 or equivalents. Desroches.

- 467, 468, 469 (G) Advanced French Composition and Conversation (2-3,2-3,2-3)** Review of advanced French grammar, writing of original themes, and translations of modern literary or cultural texts into French. Discussion of political, sociological, or cultural topics taken from current issues of French magazines. Conducted in French. Prereq: FR 321, 322, 323 or equivalents. Marlow.
470 (G) Text Explication (3) Introduction to basic critical concepts and methods of explication; intensive analysis of selected poetry and prose. Rendall.

Graduate Courses

- RL 501 Research (Arr)** Prereq: instructor's consent. P/N only.
RL 503 Thesis (Arr) P/N only.
RL 505 Reading and Conference (Arr)
RL 507 Seminar (Arr) Recent topics include French Poetry from Villon to Ronsard, Diderot, 18th-Century French Novel, French Romantic Drama, Baroque in France, The New Novel in France.
RL 508 Workshop (Arr) Teaching methods offered fall term only. Required for departmental M.A. candidates and for beginning Romance languages GTFs.
RL 509 Practicum (Arr) P/N only.
517, 518 Montaigne (4,4) Montaigne's works with emphasis on the *Essais*. Rendall. Not offered every year.
530 Introduction to Medieval French Literature (4) Initiation to reading texts in Old French. Study of four masterpieces from the perspectives of modern criticism. W. Calin.
531, 532 Medieval French Narrative (4,4) Three principal medieval narrative genres: epic, romance, allegory of love. Critical analysis of *chansons de geste*, works by Chrétien de Troyes, and *Le Roman de la Rose*. Prereq: FR 530. W. Calin.
533, 534 The Waning of the Middle Ages in France (4,4) French narrative fiction, poetry, and theater of the 14th and 15th centuries. Special attention to Guillaume de Machaut and François Villon. W. Calin.
541 French Poetry from Villon to Ronsard (4) The evolution of lyric genres and of mentalities in the 15th and 16th centuries. Analysis of works by Charles d'Orléans, Villon, Jean Lemaire de Belges, Du Bellay, and Ronsard from the perspective of modern criticism. W. Calin.
542 The Baroque in France (4) Close reading of literary texts (poetry and the theater) from 1570 to 1660. Modern critical approaches applied to the Baroque world. Authors include D'Aubigné, Sponde, La Cépède, Saint-Amant, Corneille, Molière, La Fontaine. W. Calin.

544 The Modern Quest Novel (4) Modern and postmodern French fiction represents the quest of novelists for new visions of the world, new subject matter, and new means of expression. Writers studied include Proust, Celine, Butoir, Beckett, and Claude Simon. Prereq: graduate standing or instructor's consent. Bim.

547 Voltaire (4) Voltaire's satire and historical prose. Desroches.

550, 551 Proust (4,4) Detailed study of *À la recherche du temps perdu*. Bim.

553 Modern French Poetry (4) Study of several major modern poets. F. Calin, W. Calin, Sohlich.

RL 561, 562 Surrealism (4,4) Art and literature. Development of the surrealist movement through its varied manifestations. Analysis of works—prose, poetry, paintings, films—by Apollinaire, Jarry, Breton, Aragon, Desnos, Eluard, Chirico, Dali, Buñuel, Gracq, and others. Prereq: graduate standing or instructor's consent. F. Calin.

564, 565, 566 Topics in Modern French Drama (4,4,4) Topics may include dramatic theory, modes of critical inquiry, and trends in contemporary theater such as the avant-garde, metatheater, or political theater. Sohlich.

567 Narrative Technique (4) Structure and narrative technique in the modern novel, e.g., points of view, *misés en abyme*, usage of tenses, repetitive patterns. Study of works by such writers as Alain Fournier, Gide, Faulkner, Robbe-Grillet, Sarraute, and Ollier. Prereq: graduate standing or instructor's consent. F. Calin.

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.

324, 325 Intermediate French Grammar (3,3) French grammar and syntax. Exercises in dictation with subsequent analysis of sentence structure and grammar, as well as the study of theory. Offered only through the Oregon Study Center at the University of Poitiers, France.

326, 327 Exercises in French Style (3,3) Exercises in summarizing and outlining texts from both literary and journalistic sources. Offered only through the Oregon Study Center at the University of Poitiers, France.

334, 335 Introduction to French Civilization (3,3) French civilization from Gallo-Roman times to the 20th century; the geography of France. Emphasis on social and art history. Work devoted to geography emphasizes regional cultures and economics in addition to physical geography. Offered only through the Oregon Study Center at the University of Poitiers, France.

336, 337 Masterworks of French Literature (3,3R) Major works of French literature. Recent topics include Sarraute's *Portrait d'un inconnu*, Malraux's *La Condition humaine*, and Baudelaire's *Les Fleurs du mal*. **R** under different term subjects. Offered only through the Oregon Study Center at the University of Poitiers, France.

338, 339 Readings in Modern French Literature (3,3R) Authors, topics, or literary genres. Recent subjects include La Bruyère, Flaubert, Camus; War and Literature; realism and the novel. **R** under different term subjects. Offered only through the Oregon Study Center at the University of Poitiers, France.

340 Intensive Conversational French (3) Development of oral French skills through audiovisual techniques and small-group discussion sections. Colloquial and standard conversational French; some composition of dialogues. Offered only through the Oregon Study Center at the University of Poitiers, France.

341 Orientation for Study in France (3) 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, pedagogical methods. 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.

342 Contemporary France via Television (3) Study of contemporary French language and society through videotaped television news and documentary material; exercises and classroom discussion. Offered only through the Oregon Study Center at the University of Poitiers, France.

Courses in Italian (ITAL)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Not all listed courses can be offered every year. Native speakers of Italian may not enroll in lower-division courses.

Lower-Division Courses

121, 122, 123 First-Year Italian (4,4,4) Introduction to Italian stressing conversation and readings of modern texts. Hatzantonis and staff.

124, 125 First-Year Italian (6,6) Covers in two terms the work of ITAL 121, 122, 123.

RL 199 Special Studies (1-3)

204, 205, 206 Second-Year Italian (4,4,4) Selections from representative authors. Review of grammar, conversation, composition. Giustina.

RL 231 Introduction to Italian Literature in Translation (3) See description under Courses in Romance Languages.

Upper-Division Courses

307, 308, 309 Survey of Italian Literature (3,3,3) Major literary currents from Dante to the present. Close examination of representative texts. Prereq: two years of college Italian or equivalent. Giustina. Not offered every year.

374, 375, 376 Italian Composition and Conversation (3,3,3) Italian grammar and current idiomatic patterns; extensive exercises in oral communication and written composition based on cultural or literary themes. Conducted in Italian. Prereq: two years of college Italian or equivalent.

377, 378, 379 Introduction to Italian Literature (3,3,3) 377: analysis of poetic texts; 378: critical readings of short stories; 379: study of theater. Giustina. Not offered every year.

387 Readings in Italian (3) For students with advanced knowledge of other Romance languages or Latin who want to acquire proficiency in reading literary texts. Prereq: instructor's consent. Hatzantonis. Not offered every year.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

RL 405 Reading and Conference (Arr)

RL 407 (G) Seminar (Arr) 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.

RL 408 Workshop (Arr) Designed for special group activities such as production of Italian plays. Prereq: two years of college Italian or instructor's consent. Giustina.

RL 409 Practicum (Arr) P/N only.

RL 410 (G) Experimental Course (Arr)

464, 465, 466 (G) Dante and His Times (4,4,4) Historical and literary background of the *Divine Comedy*; study of the poem and of Dante's minor works; Petrarch and Boccaccio. Hatzantonis.

480, 481, 482 (G) Italian Renaissance Literature (4,4,4) Tragedy, comedy, epic, lyric, *novella*, historical and political prose, courtesy books, criticism. Italy's role in the European Renaissance. Hatzantonis.

483 (G) 19th-Century Italian Fiction (4) The development of the Italian novel and its indebtedness to European ideological and formal trends; detailed analysis of Foscolo's, Manzoni's, and Verga's narrative. Prereq: previous work in literature. Hatzantonis.

484 (G) 19th-Century Italian Poetry (4) Selected Italian texts by Romantic and post-Romantic poets. Emphasis on works by Foscolo, Manzoni, Leopardi, Carducci, and Pascoli. Prereq: reading knowledge of Italian. Hatzantonis.

485 (G) Petrarch's Poetry and Its Influence on Western Lyric (4) Petrarch's poems: their themes and formal features; their influence on some of the major poets of Western Europe, particularly in Italy, France, Spain, and England. Prereq: previous work in literature and instructor's consent. Hatzantonis.

486, 487, 488 (G) 20th-Century Italian Literature (4,4,4) Trends in poetry, drama, and the novel, starting respectively with D'Annunzio, Pirandello, and Svevo to the present. Prereq: ITAL 307, 308, 309 or instructor's consent. Hatzantonis.

Graduate Courses

RL 501 Research (Arr) Prereq: instructor's consent. P/N only.

RL 503 Thesis (Arr) P/N only.

RL 505 Reading and Conference (Arr)

RL 507 Seminar (Arr) Recent topics include The Italian Lyric; Dante, Petrarch, and Boccaccio; and Verga's Narrative.

RL 508 Workshop (Arr) Teaching methods offered fall term only. Required for departmental M.A. candidates and for beginning Romance languages GTFs.

RL 509 Practicum (Arr) P/N only.

Courses in Portuguese and Provençal

Note: Not all listed courses can be offered every year.

PORT 471, 472, 473 (G) Portuguese and Brazilian Literature (3,3,3) 471: systematic comparison of Portuguese and Spanish; practice in speaking and understanding Portuguese; readings. 472, 473: close study of selected fiction, poetry, and plays of Portugal and Brazil. May be counted toward the major in Spanish. Prereq: knowledge of French, Italian, or Spanish or instructor's consent. Hart.

RL 523, 524, 525 The Troubadours (4,4,4) Introduction to Old Provençal through the reading of easy prose texts and selected lyrics. Stress on the diversity of Provençal poetry and its contribution to Renaissance and later conceptions of relationships between men and women. 525: the transformation of troubadour poetry into Renaissance and later love poetry. Prereq: reading knowledge of French, Italian, or Spanish. Hart.

Courses in Spanish (SPAN)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Not all listed courses can be offered every year. Native speakers of Spanish may not enroll in lower-division courses.

Lower-Division Courses

111, 112, 113 First-Year Spanish (4,4,4) Introduction to Spanish, stressing speaking and reading. Exercises in elementary composition. Not open to students whose competence in the language already exceeds the scope of this course. Usually offered only through summer program in Mexico.

114, 115 First-Year Spanish: Zarabanda (6,6) Covers in two terms the work of SPAN 116, 117, 118. For students who want to begin Spanish winter term. Not open to students whose competence in the language already exceeds the scope of this course.

116, 117, 118 First-Year Spanish: Zarabanda (5,5,5) 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, other supporting materials. Meets five days a week. Not open to students in SPAN 111, 112, 113, 114, 115.

RL 199 Special Studies (1-3)

207, 208, 209 Second-Year Spanish (4,4,4) Oral and written exercises designed to help the student acquire correct and fluent use of Spanish. Selections from representative authors. Not open to students whose competence in the language already exceeds the scope of this course.

219, 220 Second-Year Spanish (6,6) Covers in two terms the work of SPAN 207, 208, 209.

RL 232 Introduction to Spanish Literature in Translation (3) See description under Courses in Romance Languages.

Upper-Division Courses

311 Introduction to the Reading of Spanish Literature (3) Interpretation of literary texts; introduction to critical writing. Prerequisite to other Spanish-literature courses.

312 Medieval Spanish Literature (3) *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. Spanish social and intellectual history and the historical development of the Castilian language. Prereq: SPAN 311.

313 The Golden Age (3) Introduction to lyric poetry, prose, and theater of the Spanish Renaissance and Baroque. Topics may include 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, and Calderón. Prereq: SPAN 311. Hart, Jackson, Powers.

314 Modern Spanish Literature (3) Major themes and forms of 19th- and 20th-century Spanish literature. Training in the application of basic critical concepts to selected modern works. Prereq: SPAN 311. Ayora, Jackson, May.

315 Spanish-American Literature (3) Introduction to basic currents and movements in the Spanish-American novel, poetry, and short story. Readings and discussions center almost exclusively on the 19th and 20th centuries. Prereq: SPAN 311. Ayora, Epple.

328 Chicano Literature (3) Novels, essays, dramas, and poems of Chicano writers in Spanish and English; their relationship to Hispanic and Anglo-American tradition. SPAN 311 recommended. Epple.

347, 348, 349 Spanish Composition and Conversation (3,3,3) Oral and written practice; review of fundamentals of grammar. Cultural and literary examples of the language. Relative emphasis on grammar in 347, on composition in 348, and on conversation in 349. Conducted in Spanish. Prereq: two years of college Spanish or equivalent. Not open to students whose competence in the language already exceeds the scope of this course.

350 Spanish Pronunciation and Phonetics (2) Scientific study of Spanish sounds, rhythms, and intonation. Supervised practice with individual use of recording equipment. Normally required of candidates for teacher certification. Prereq: instructor's consent. Curland.

360 Cervantes (3) *Don Quijote's* importance in the development of the modern novel. The text may be read either in Spanish or in English translation, but Spanish majors must do the reading in Spanish. Prereq for those who want to do the reading in Spanish: SPAN 311. Hart, Jackson, Powers. Not offered every year.

361, 362, 363 Hispanic Culture and Civilization (3,3,3) Intellectual, cultural, and historical backgrounds of the Spanish-speaking world. Recommended for students applying for Seville program.

Note: Courses designated (M) or (G) may be taken for graduate credit.

RL 403 Thesis (Arr) Required for B.A. with Honors.

RL 405 Reading and Conference (Arr)

RL 407 (G) Seminar (Arr) Several seminars 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.

RL 409 Practicum (Arr) P/N only.

RL 410 (G) Experimental Course (Arr)

438 (G) Spanish Romantic Poetry (4) Major lyric poets of the 19th century with emphasis on the Romantics and post-Romantics. Readings in the works of Espronceda, Zorrilla, Bécquer, Castro, and others. The relationship between 19th-century poetry and the vanguard movements of the 20th century. Prereq: previous work in Spanish or Spanish-American literature. May.

439 (G) Modern Spanish Short Story (4) Development of this literary genre during the present century. Selections from representative writers including Francisco Ayala, Ignacio Aldecoa, Alfonso Martínez-Mena, Juan Benet, Francisco García Pavón, Jesús López Pacheco, Ramón Sender, and Francisco Umbral. Prereq: SPAN 311. May.

440 (G) Spanish Women Writers of the 20th Century (4) Principal women writers of modern Spain; 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.

444 (G) Spanish-American Literature (4) Principal authors of Spanish America; may center on major authors or periods or genres, depending on instructor's and students' interests and on needs of the Spanish program. Prereq: SPAN 315.

445 (G) Spanish-American Short Story (4) The short story in Latin American literature. Readings from major Spanish-American authors such as Quiroga, Borges, Cortázar, Donoso, García Márquez, Arreola, Rulfo. Prereq: SPAN 315. Curland.

446 (G) Novel of the Mexican Revolution (4) The Mexican novel, 1910-1930. Readings from works by Mariano Azuela, López y Fuentes, Martín Guzmán, Rubén Romero, and others. Prereq: SPAN 315. Curland, Epple.

451 (G) Spanish Prose of the Golden Age (4) Critical reading in several prose genres of the 16th and 17th centuries: dialogues, *libros de caballerías*, pastoral and picaresque novels, the *novela ejemplar*. Prereq: SPAN 313. Powers.

452 (G) Renaissance and Baroque Poetry (4) 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. Prereq: SPAN 313. Hart, Powers.

453 (G) Introduction to the Drama of the Golden Age (4) Readings in Cervantes, Lope de Vega, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca. Prereq: SPAN 313 or previous work in Spanish literature. Powers.

454 (G) History of the Spanish Language (4) 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.

455 (G) The 19th-Century Spanish Novel (4) Development of realism in Spanish narrative and its relationship to social and political change of the period. Naturalism in its Spanish form. Galdós, Clarín, Valera, Pardo, Bazán. Prereq: previous work in Spanish literature. Jackson.

456 (G) Pre-Civil War Spanish Narrative (4) Experimental prose narrative from the turn of the century until 1936 with emphasis on the Generation of '98. Prereq: previous work in Spanish literature. Jackson.

457 (G) Post-Civil War Spanish Narrative (4) Major novels and short stories and their relationship to social and political conditions of the period. Prereq: previous work in Spanish literature. Jackson. Not offered every year.

458 (G) Modern Spanish Poetry (4) Vanguard movements in poetry and their relationship to film and art. Emphasis on García Lorca and his generation. Prereq: previous work in Spanish literature. Jackson, May.

459 (G) Literature and the Spanish Civil War (4) 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 recommended. Jackson. Not offered every year.

461, 462, 463 (G) Advanced Spanish Composition and Conversation (2-3,2-3,2-3) Normally required of candidates for teacher certification. Conducted in Spanish. Prereq: SPAN 347, 348, 349 or equivalents.

Graduate Courses

RL 501 Research (Arr) Prereq: instructor's consent. P/N only.

RL 503 Thesis (Arr) P/N only.

RL 505 Reading and Conference (Arr)

RL 507 Seminar (Arr) Recent topics include History of the Spanish Language, *La Celestina*, The Renaissance Lyric in Spain and Portugal, Cervantes, Lope de Vega, The 19th-Century Spanish Novel, Spanish Vanguard Movements, Jorge Luis Borges: Poetry, Short Story, and Essay, The Spanish-American Short Story, Poetry of the Generation of 1927.

RL 508 Workshop (Arr) Teaching methods offered fall term only. Required for departmental M.A. candidates and for new Romance languages GTFs.

RL 509 Practicum (Arr) P/N only.

520, 521 Cervantes (4,4) Principal works of Cervantes with particular attention to criticism. 520: *Novelas ejemplares, entremeses, and comedias*. 521: *Don Quijote*. Prereq: previous work in Golden Age literature; qualified undergraduates admitted with instructor's consent. Hart, Jackson, Powers. Not offered every year.

535 Old Spanish Literature (4) Introduction to reading texts in Old Spanish. Close study of *Poema de Mio Cid*, *Libro de buen amor*, or *La Celestina* with attention to recent developments in criticism. Hart.

554 Drama of the Golden Age (4) Interpretation and criticism of selected *comedias* of Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Augustín Moreto, and Rojas Zorrilla. Powers.

557 The Modernista Movement (4) Interpretation and criticism of the work of leading Spanish American "modernista" writers: Martí, Silva, Julián del Casal, Gutiérrez Nájera, Darío, Lugones, and others. Ayora.

561 Spanish-American Novel (4) The novel as a literary form in Spanish America. Ayora.

Russian

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David Curland, Department Head

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. On leave 1984-85.

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. On leave 1984-85.

Undergraduate Studies

Candidates for the Bachelor of Arts (B.A.) degree in Russian are required to take 48 credits of work beyond the second-year language sequence (RUSS 201, 202, 203 or its equivalent).

The 48 credits 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 credits 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 credits) 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 office or the International Services office, 330 Oregon Hall.

Secondary School Teaching

The Department of 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 Department of Russian offers work toward basic and standard Oregon certification. For additional information regarding requirements for the endorsement, students should consult the department's adviser for teacher education and inquire at the Office of Field Experience Programs 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 credits in language and literature or proven proficiency in the language. They must also complete the state-approved professional education program, including Special Methods in Secondary School (SEED 495), and the program's requirement in linguistics (RUSS 440, 441, 442). To receive program approval for student teaching, these requirements must be completed satisfactorily; the student must also attain a 250 composite score in the Modern Language Association (MLA) language proficiency test.

Whenever possible, students should complete the five-year plan for standard certification before beginning to teach and should concurrently satisfy the requirements for a Master of Arts degree in teaching Russian.

Graduate Studies

Master of Arts (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. A combined advisory conference and qualifying examination is conducted during registration week for each new graduate student in Russian.

Course Requirements

1. At least 45 credits 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 complete projects—9 credits of Thesis (RUSS 503) and 6 credits of electives approved by the program faculty. 15 credits of approved electives are required for students submitting two accept-

able graduate research papers or projects instead of a thesis.

2. Of the 45 credits, at least 24 must be taken for grades (including at least 9 at the 500 level) and in residence at the University.

Sample Program

The sample program below shows a typical two-year M.A. program in Russian.

First Year	31-43 credits
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 credits
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 department office. Secondary materials, which place the primary sources in historical or literary contexts, are highly recommended.

Examinations. Based on the M.A. reading list and on course work completed by the student, the M.A. examinations may be written or oral or both:

- 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.
- 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 complete 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 Department of Russian.

New Students. A combined advisory conference and qualifying examination is conducted during registration week for each new candidate for the M.A. in teaching Russian.

Course Requirements

1. At least 45 credits beyond the baccalaureate degree, including (a) 15 credits of graduate transfer credit from another university's program, (b) at least 9 credits of 500-level courses in residence, (c) at least 24 graded credits, and (d) at least 30 credits in Russian literature, linguistics, and culture.

2. Required courses for an M.A. in teaching include Russian Phonetics (RUSS 324), Structure of Russian (RUSS 440, 441, 442), Russian literature (at least 9 credits), and electives approved by the program faculty.
3. Students must maintain a minimum grade point average (GPA) 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 credits of Thesis (RUSS 503).
5. These minimum requirements apply to students with strong undergraduate preparation or other background in Slavic studies. Most students need additional work.

Sample Program

The sample program below shows a typical student course load for the M.A. in teaching Russian.

Courses	36-46 credits
Structure of Russian (RUSS 441, 442, 443)	9
Russian literature (three courses)	9-15
Russian Phonetics (RUSS 324), two electives	9-13
Thesis (RUSS 503) or two 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 or oral or both:

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 complete a thesis or project for the M.A. in teaching, and the 2½-hour oral examination includes a thesis or project defense.

Courses in Russian (RUSS)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Not all courses listed below can be offered every year.

Lower-Division Courses

- 101, 102, 103 First-Year Russian (5,5,5)** Elementary Russian grammar, reading, conversation, and composition. Bačić, Beebe.
- 121, 122, 123 Spoken Russian (1-2,1-2,1-2)**
- 199 Special Studies (1-3)**
- 200 SEARCH (1-3)**
- 201, 202, 203 Second-Year Russian (5,5,5)** Intermediate Russian grammar, reading, conversation, and composition. Study of representative literary works. Beebe.

204, 205, 206 Introduction to Russian Literature (3,3,3) Survey of Russian literature from its origins to the present; special emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All readings, lectures, and discussions in English. Leong, Rice.

207, 208, 209 Great Russian Novels, Short Stories, Plays (3,3,3) Masterpieces of Russian literature. 207: novels, 208: short stories, 209: plays. All readings, lectures, and discussions in English. Beebe, Leong, Rice.

240, 241, 242 Topics in Russian Culture (3,3,3) 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.

Upper-Division Courses

316, 317, 318 Third-Year Russian (5,5,5) Intensive study in Russian of literary works by representative 19th- and 20th-century writers; extensive practice in speaking, writing, and comprehension. Prereq: two years of college Russian or equivalent. Yurevich.

324 Russian Phonetics (3) Scientific study of Russian sounds, rhythms, and intonation; supervised individual practice. Beebe.

330 Soviet Russian Literature (3) Major developments in Russian literature since 1917; theory and practice of "socialist realism"; 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.

331 Samizdat Russian Literature (3) 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.

332 Vladimir Nabokov (3) Nabokov's creative work; special emphasis on the Russian roots of his prose fiction, literary criticism, memoirs, poetry, and translations. Readings and discussions in English. Leong.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

409 Supervised Tutoring Practicum (1-3R) P/N only.

410 (G) Experimental Course (Arr)

416, 417, 418 (G) Fourth-Year Russian (5,5,5)

Stylistic analysis of advanced Russian literary texts with extensive practice in conversation, composition, and comprehension. Prereq: RUSS 316, 317, 318 or equivalents. Yurevich.

419 (G) Pushkin (3) Pushkin's narrative and lyric poetry, dramas, prose fiction, folk stylizations, and *Evgenii Onegin*, with emphasis on his aesthetics and its influence on the development of modern Russian literature. Bilingual readings; lectures and discussions in English. Leong, Rice.

420 (G) Russian Folklore (3) 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; readings in Russian. Rice.

422 (G) Modern Russian Poetry (3) Detailed study of Russian symbolism, acmeism, futurism, and contemporary poetry. All readings in Russian. Beebe, Leong, Rice, Yurevich.

424 (G) Dostoevsky (3) Dostoevsky's intellectual and artistic development; context and structure of *The House of the Dead*, *Notes from the Underground*, *Crime and Punishment*, *The Idiot*, *The Brothers Karamazov*, and other works. All readings in English, but Russian majors are expected to do selected readings in the original. Leong, Rice.

425 (G) Tolstoy (3) Development and context of Tolstoy's art; analysis of *War and Peace*, *Anna Karenina*, representative short novels, stories, plays, and essays. All readings in English, but Russian majors expected to do selected readings in the original. Leong.

426 (G) Gogol (3) Comprehensive study of Gogol's works; critical analysis of *Evenings on a Farm near Dikanka*, *Mirgorod*, Petersburg tales, *The Inspector General*, *Dead Souls*, and other plays. Readings in English; Russian majors do selected readings in the original. Beebe, Leong, Rice.

427 (G) Turgenev (3) Literary development and context of Turgenev's art; analysis of the novels *Rudin*, *A Nest of Gentlefolk*, *On the Eve*, *Fathers and Sons*, *Smoke*, *Virgin Soil*, as well as stories, plays, and critical essays. Readings in English; Russian majors do selected readings in the original. Rice.

428 (G) Chekhov (3) Chekhov's art: structure, style, and development of representative prose fiction and plays including *The Seagull*, *Uncle Vanya*, *Three Sisters*, *The Cherry Orchard*. Readings in English; Russian majors do selected readings in the original. Leong, Rice.

440, 441, 442 (G) Structure of Russian (3,3,3) Phonetics, grammatical and syntactic patterns of standard contemporary Russian. Beebe.

Graduate Courses

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topic: Russian literary criticism.

509 Supervised Tutoring Practicum (1-3) P/N only.

520 Research Methods in Russian (5) Bibliography and research methods in the graduate study of Russian literature.

521 Old Russian Literature (5) 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.

523 18th-Century Russian Literature (5) 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.

540 Old Church Slavonic (3) History and grammar of Old Church Slavonic; sound system, morphology, and elements of syntax; reading of texts. Beebe.

541, 542 History of Russian (3,3) East Slavic phonology and morphology from Common Slavic to the present. Dialectal divergence in Old Russian and the modern literary languages. Dialects of East Slavic. Reading of Old and Middle Russian texts. Beebe.

East European Courses (SLAV)

Note: Not all listed courses can be offered every year.

199 Special Studies (1-3)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

410 (G) Experimental Course (Arr)

451, 452, 453 (G) Basic Romanian (4,4,4) Elementary Romanian grammar, conversation, reading, and composition. Emphasis on pronunciation. Reading of literary texts third term.

454, 455, 456 (G) Advanced Romanian (4,4,4) Reading of Romanian literary texts, composition and discussion in Romanian. Active development of vocabulary. Prereq: SLAV 453 or equivalent.

470, 471, 472 (G) First-Year Bulgarian (4,4,4) Elementary grammar, reading, and composition.

480, 481, 482 (G) First-Year Serbo-Croatian (4,4,4) Elementary Serbo-Croatian grammar, conversation, reading, and composition. Bačić.

483, 484, 485 (G) First-Year Polish (4,4,4) Elementary Polish grammar, conversation, reading, and composition. Bačić.

486, 487, 488 (G) First-Year Czech (4,4,4) Czech grammar, reading, and composition.

490, 491, 492 (G) First-Year Ukrainian (4,4,4) Elementary Ukrainian grammar, reading, and composition.

Russian and East European Studies

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Telephone 686-4877

Program Committee

Howard Robertson, Director and Chair

Jakov Bačić
John Fred Beebe
Steven Deutsch
Alan Kimball
Albert Leong
Mark Levy
Norma Comrada McFadden
A. Dean McKenzie
David Milton
Clyde Patton
Stephen Reynolds
James Rice
Carol Silverman
Sherwin Simmons
Clarence Thurber
Ronald Wixman
Fruim Yurevich
M. George Zaninovich

Participating Faculty

Gustave Alef, Ph.D., Professor of History.
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., Associate 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., Visiting 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 more than 350 million people. Solid training is offered in Russian and other East European languages and cultures.

The University offers Bachelor of Arts (B.A.) and Master of Arts (M.A.) degree programs in Russian 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 East 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 offer a major for a baccalaureate degree. 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 credits).
3. Electives (five courses): including seminars and courses in substantive Russian and East European area studies and covering at least three nonlanguage disciplines of the Russian and East European Studies curriculum (e.g., anthropology, art history, geography, history, literature, political science). Such courses are usually offered by REESC staff; other courses may be approved by the director.

Anthropology and Folklore. Ethnology of Peasant Societies (ANTH 303); Experimental Course: Balkan Folklore and Folk Music, East European Women, Folklore and Ethnicity of Eastern Europe, and Jewish Folklore and Ethnography (ANTH 410).

Art History. Seminar: 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 Organization (EC 460).

Geography. Geography of the Soviet Union (GEOG 204), Geography of Eastern Europe (GEOG 208), Cultural Geography of the Soviet West (GEOG 469), Cultural Geography of the Soviet East (GEOG 470).

History. Byzantium and the Slavs (HST 324-326), Seminar: 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: 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 Russian Literature (RUSS 330); Samizdat Russian Literature (RUSS 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: Soviet Civilization, Soviet Life and Culture (HUM 199); Topics in Russian Culture: Émigré Russian Culture, Medieval Russian Culture, Russian Literature and Music (RUSS 240-242); Russian Folklore (RUSS 420).



Sociology

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Benton Johnson, Department Head

Faculty

Joan R. Acker, Ph.D., 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.

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.

Marion Sherman Goldman, Ph.D., Associate Professor (deviance, law, women). A.B., 1967, California, Berkeley; M.A., 1970, Ph.D., 1977, Chicago. On leave 1984-85.

Paul Goldman, Ph.D., Associate 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.

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.

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. On leave 1984-85.

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. On leave 1984-85.

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.

Emeriti

Joel V. Berreman, Ph.D., Professor Emeritus (social psychology, race relations). B.A., 1927, Willamette; M.A., 1933, Oregon; Ph.D., 1940, Stanford.

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.

Walter T. Martin, Ph.D., Professor Emeritus (population deviance, ecology, urban sociology). B.A., 1943, M.A., 1947, Ph.D., 1949, Washington.

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 seek careers as social scientists enter graduate programs in sociology or related fields.

Departmental Offerings

Undergraduate courses in sociology are given on three levels. 200-level courses provide an introduction to the field. The basic course is the one-term Introduction to Sociology (SOC 201). Students should take SOC 201 and at least two additional courses from the SOC 206, 210-217 range before moving on to upper-division courses.

300-level courses extend the student's knowledge of subjects covered in the 200-level courses and provide an introduction to social research methods and social theory.

400-level courses are the advanced and specialized courses in the department. Most build on background obtained in the 200- and 300-level courses. Upper-division (300- and 400-level) classes are usually smaller in size than the lower-division classes and provide more opportunity for faculty-student interaction. Students should have at least 9 credits in sociology before taking 400-level courses.

Interest Areas

The Community, Urban Affairs, Population, and Resources

Communities, Population, and Resources (SOC 210), World Population and Social Structure (SOC 303), The Community (SOC 304), Social Demography (SOC 415), Sociology of the Environment (SOC 416), Urbanization and the City (SOC 442), The Urban Community (SOC 443), Sociology of Migration (SOC 444), Sociology of Developing Areas (SOC 450).

Criminology and Delinquency

Social Deviancy and Social Control (SOC 211), Theories of Deviance (SOC 439), Criminology and Delinquency (SOC 440, 441).

Methodology

Introduction to Social Research (SOC 325), Quantitative Methods in Sociology (SOC 326), Sociological Research Methods (SOC 411, 412, 413).

Organizations and Occupations

Organizations and Occupations (SOC 213), Sociology of Work (SOC 446), Industrial Sociology (SOC 447), Sociology of Occupations (SOC 448), Women and Work (SOC 449), Social Stratification (SOC 451), Comparative Class Systems (SOC 452), Bureaucracy, Power, and Society (SOC 470), Changing Organizations (SOC 472).

Social Institutions

Education and Society (SOC 214), Sociology of the Family (SOC 423), Issues in Family Sociology (SOC 425), Sociology of Religion (SOC 461), Political Sociology (SOC 465), Sociology of Knowledge (SOC 466), Sociology of 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 of the Family (SOC 424), Social Psychology (SOC 428), Social Self and Identity (SOC 429), Sex and Identity: Theoretical Perspectives (SOC 456).

Social Theory

Social Change (SOC 349), Development of Sociology (SOC 370), Contemporary Sociological Perspectives (SOC 371, 372), Marxist Sociological Theory (SOC 375).

Major Requirements

1. A minimum of 42 credits in undergraduate sociology courses.
2. At least 24 of these 42 credits must be taken on a graded basis and passed with grades of C or better. No more than 6 credits of D will be counted toward the 42-credit requirement.
3. A minimum of 30 of these 42 credits must be upper division, excluding SOC 400 and 409. Of these 30 at least 21 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 21 at least 12 credits must be taken at the University.
4. Completion of the following specific courses:
 - a. Introduction to Social Research (SOC 325; formerly SOC 327).
 - b. Quantitative Methods in Sociology (SOC 326). Not required of students who declared their majors in sociology prior to September 1, 1983.
 - c. Development of Sociology (SOC 370).

Planning a Program

An adviser is assigned to each student at the time the major is declared. The department also maintains an active peer advising program. Undergraduate students can receive a variety of advising services from the peer advisers, who maintain regular office hours. With the help of peer advisers and the faculty adviser, the student should set out a model program 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, 244 Hendricks Hall, for advice on appropriate course programs.

General Sociology. Students who want a broad liberal arts education should begin with SOC 201 and a number of other 200-level courses in their freshman and sophomore years. These lower-division courses provide an introduction to the discipline with emphasis on how sociology can be applied to contemporary social issues.

In their junior and senior years, general sociology students 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 pursues 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 Departments of Planning, Public Policy and Management; Political Science; and Economics.

Minor Requirements

To earn a minor in sociology a student must complete the following requirements:

1. A minimum of 24 credits in undergraduate sociology courses.
2. At least 12 of these 24 credits must be taken on a graded basis and passed with grades of C or better. No more than 3 credits of D will be counted toward the 24-credit requirement.
3. A minimum of 15 of these 24 credits must be upper division, excluding SOC 400 and 409. Of these 15, at least 12 credits must be in courses other than SOC 401, 403, 405, or 406. Of these 12, at least 9 credits must be taken at the University.
4. Completion of the following specific courses:
 - a. Introduction to Social Research (SOC 325; formerly SOC 327). May be waived if student has equivalent course work in other areas.
 - b. Development of Sociology (SOC 370).

Secondary School Teaching

The Department of Sociology offers work for preparation to teach social studies in Oregon public secondary schools. Certification as an Oregon secondary teacher requires satisfactory completion of a program of teacher preparation 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 open not only to those enrolled in the University's Honors College but also to any outstanding and highly motivated student who wants a rewarding intellectual experience. While the program may be especially important for students planning advanced training in sociology, it may also be of interest to qualified students who eventually plan to enter other professional fields.

Further information concerning the honors program, including how to apply, is available in the department office.

Preparing for Graduate Study

Students planning to pursue graduate work in sociology should have a strong background in sociological theory and social research methods well beyond the required courses. Besides taking advanced courses in areas of special interest to them, students planning graduate work should take a substantial number of upper-division courses in the other social sciences.

Applications to graduate school should be made in fall or winter the year before the student plans to enter a graduate program. Students considering graduate school should talk to their faculty advisers about programs at various schools, experiences to increase the chances of admission, and requirements for students in graduate programs in sociology.

Graduate Studies

The graduate program of the Department of Sociology is intended primarily to lead to the Doctor of Philosophy (Ph.D.) degree.

Students seeking an advanced degree in sociology should have achieved a grade point average (GPA) of 3.00 or better in their undergraduate work in the social sciences. Admission is not restricted to those with undergraduate majors in sociology, although the chance of admission is considerably reduced for students without any undergraduate work in sociology.

Students admitted to the graduate program with a baccalaureate degree are required to complete 54 credits 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 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 in Sociology (SOC)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

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.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

201 Introduction to Sociology (3) The sociological perspective with emphasis on fundamental concepts, theories, and methods of research.

206 Introduction to Social Psychology (3)

Processes of interaction, the social origin of psychological processes, group membership and reference processes, analysis of everyday social phenomena, the structure and process of role relations, and selected research topics. Prereq: SOC 201 or equivalent.

210 Communities, Population, and Resources (3)

The interrelationship of population and resources in the structuring of human communities; processes of community change which occur in response to major social problems, population redistribution, and resource alteration; alternatives to the traditional community. Prereq: SOC 201.

211 Social Deviancy and Social Control (3)

Concepts of deviance, theories explaining deviant behavior, and mechanisms for the social control of deviance. Prereq: SOC 201.

212 Race, Class, and Ethnic Groups in America (3)

Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. Prereq: SOC 201.

213 Organizations and Occupations (3) Nature and consequences of bureaucracies and bureaucratization in modern society, work and careers, technology and alienation. Prereq: SOC 201.

214 Education and Society (3) 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. Prereq: SOC 201.

215 Social Issues and Social Movements (3)

Contemporary social issues viewed in relation to the social structure of American society. Social movements and ideologies related to these issues are examined. Prereq: SOC 201.

216 Introduction to the Sociology of Women (3) 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. Prereq: SOC 201.

217 Special Topics in Sociology (3R) A selection of topics applying the concepts and skills developed in SOC 201 and 210-216 to current major sociological issues and problems. Prereq: SOC 201 and one of the following, depending upon the particular topic: SOC 206, 210-216. **R** when topic changes.

Upper-Division Courses

301 American Society (3) Selected aspects of American culture and institutions and the ways in which they are changing. Prereq: SOC 201.

303 World Population and Social Structure (3) Introduction to population studies; analysis of historical, contemporary, and anticipated population conditions and trends as they are related to social situations and to the organization of society. Prereq: SOC 201.

304 The Community (3) The structure and organization of human communities. Prereq: SOC 201.

314 Socialization and Society (3) The nature and processes of socialization at different stages of the life cycle, the effects of socialization on the individual, and the effects of societal and cultural influences on socialization processes. Prereq: SOC 201.

325 Introduction to Social Research (3) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: 9 credits in sociology or instructor's consent.

326 Quantitative Methods in Sociology (3) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research. Prereq: SOC 325 (formerly SOC 327).

349 Social Change (3) The processes, characteristics, and conditions of change in large social systems; systematic examination of various theoretical perspectives. Prereq: 9 credits in sociology.

370 Development of Sociology (3) Starting with Plato, the major writers and ideas that have shaped contemporary sociology are analyzed, with focus on recurrent concepts and issues that continue to challenge sociological inquiry. Prereq: 9 credits in sociology or instructor's consent.

371, 372 Contemporary Sociological Perspectives (3,3) The major sociological theories and perspectives in current use, including an examination of the critical issues being debated. Prereq: 9 credits in sociology or instructor's consent. 372 not offered every year.

375 Marxist Sociological Theory (3) 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. Prereq: SOC 201. Burris, Szymanski.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis for Honors Candidates (Arr)

405 Reading and Conference (Arr)

406 Supervised Field Study (Arr)

407 (G) Seminar (Arr) Offerings vary from year to year depending on student needs and faculty interests. Recent topics have included Political Economy, Collective Action and Social Movements, Comparative Political Economics, Sociology of Imperialism, Work Life and OSHA.

409 Supervised Tutoring Practicum (Arr) P/N only.

410 (G) Experimental Course (Arr)

411, 412, 413 (G) Sociological Research Methods (3,3,3) 411: design; the use of theory and models; modes of data collection such as experiments, surveys, field observations, and documents. 412: elementary statistical concepts and applications such as hypothesis testing, confidence intervals, non-parametric statistics, and chi-square. 413: aspects of the general linear model such as analysis of variance, analysis of covariance, and dummy variable multiple regression. Must be taken in sequence. Prereq: SOC 325 (formerly 327), SOC 326. O'Brien, Stockard.

415 (G) Social Demography (3) Causes and consequences of population and demographic change related to education and literacy, the labor force, race and ethnicity, household composition, and urbanization. Techniques of demographic analysis. Prereq: SOC 303 or equivalent or 9 credits in sociology. Gwartney-Gibbs. Not offered every year.

416 (G) Sociology of the Environment (3) Sociological approach to the study of society and its relationship with the natural environment. Topics include the environmental movement and the uses of sociology in dealing with environmental problems. Prereq: 9 credits in sociology or instructor's consent. Gale.

423 (G) Sociology of the Family (3) The family in historical perspective. Introduction to the family as a social institution and small-group association. Prereq: 9 credits in sociology. M. Johnson.

424 (G) Social Psychology of the Family (3) The dynamics of family interaction throughout the family life cycle. Prereq: SOC 423 or equivalent. M. Johnson.

425 (G) Issues in Family Sociology (3) Analysis of selected topics in the sociology of the family. Topics include the sociology of parenthood, feminist perspectives on the family, and the family in cross-cultural perspective. Prereq: SOC 423 or equivalent.

428 (G) Social Psychology (3) Theoretical formulations in the field of social psychology with emphasis on sociological perspectives. Analysis of major research problems from various theoretical positions. Prereq: SOC 206 or PSY 216, 9 credits in sociology, or instructor's consent. Whalen. Not offered every year.

429 (G) Social Self and Identity (3) Consideration of the various theories of self and identity in social psychology. Prereq: introductory social psychology and upper-division status. Not offered every year.

439 (G) Theories of Deviance (3) Major sociological theories about the structural causes and effects of deviance and empirical studies testing those theories. Prereq: SOC 211. Not offered every year.

440, 441 (G) Criminology and Delinquency (3,3) The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs. Prereq: SOC 201. Polk.

442 (G) Urbanization and the City (3) Determinants and consequences of urbanization under different conditions; the city as a social and ecological system. Prereq: 9 credits in sociology. Carter.

443 (G) The Urban Community (3) 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 every year.

444 (G) Sociology of Migration (3) The dynamics of migration as related to the dynamics of social change. Prereq: 9 credits in sociology. Carter. Not offered every year.

445 (G) Sociology of Race Relations (3) Racial oppression as a structural and ideological feature in American life. Prereq: introductory course in sociology, anthropology, or psychology. Liberman.

446 (G) Sociology of Work (3) Work life and change in the work experience; emphasis on understanding the effect of work on other aspects of life and experience such as technology, economy, social control, and culture. Prereq: 9 credits in sociology. P. Goldman, Van Houten. Not offered every year.

447 (G) Industrial Sociology (3) The process of transformation in the post-Industrial Revolution period, the shaping of the labor force, labor history, 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. Prereq: 9 credits in sociology. Deutsch, P. Goldman.

448 (G) Sociology of Occupations (3) 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. Prereq: 9 credits in sociology. Gwartney-Gibbs. Not offered every year.

449 (G) Women and Work (3) 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. Perspectives explaining sex inequality in the labor force. Social-psychological factors in the work experience of women. Prereq: SOC 216. Acker.

450 (G) Sociology of Developing Areas (3) 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. Prereq: 9 credits in sociology. Milton, Szymanski.

451 (G) Social Stratification (3) 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. Historical origins and development of class and class systems (including slavery). Prereq: 9 credits in sociology. Szymanski. Not offered every year.

452 (G) Comparative Class Systems (3) Theories of the causes of social inequality and the possibilities of reducing or eliminating it. 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. Prereq: 9 credits in sociology. Szymanski.

455 (G) Sociology of Women (3) A sociological analysis of sex differentiation and sex stratification with major focus on industrial society. Relationships between ideologies concerning women, changes in socioeconomic organization, socialization, and sexuality. Prereq: SOC 216. Acker, M. Goldman.

456 (G) Sex and Identity: Theoretical Perspectives (3) Theories 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. Prereq: social science background and one course in women's studies. M. Johnson.

461 (G) Sociology of Religion (3) Sociological analysis of religious belief and behavior; special attention to the relation between religious institutions and the larger societies of which they are a part. Prereq: 9 credits in sociology or instructor's consent. B. Johnson.

464 (G) Systems of War and Peace (3) Violence and nonviolence as functions of social structures and as instruments of social change. Systems of international threat, their supporting institutions, and the ideology of nationalism. Prereq: 9 credits in sociology. Milton.

465 (G) Political Sociology (3) Analysis of political theory and behavior; social bases of power and policy determination; institutional interrelationships; intellectuals and ideologies; political trends and change; political participation and membership. Prereq: 9 credits in sociology. Burris, Szymanski.

466 (G) Sociology of Knowledge (3) The relationships between society and thought. Types of knowledge considered in terms of the social settings in which they were produced and received. Prereq: 9 credits in sociology. Not offered every year.

467 (G) Sociology of Social Welfare (3) 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. Prereq: 9 credits in sociology. Acker. Not offered every year.

470 (G) Bureaucracy, Power, and Society (3) 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. Prereq: 9 credits in sociology or instructor's consent. Van Houten. Not offered every year.

472 (G) Changing Organizations (3) Theoretical and empirical work on organizational change with particular attention to strategies of elite and nonelite change agents. Prereq: 9 credits in sociology or instructor's consent. Van Houten. Not offered every year.

490 (G) Sociology of Leisure (3) Sociological analysis of nonwork time and leisure behavior; the relationship between patterns of use of nonwork time and leisure and other social institutions. Prereq: 9 credits in sociology. Johannis.

491 (G) Sociology of Education (3) The relationship between education and other social institutions; the school and the community; the school as a social system; social change and education. Prereq: 9 credits in sociology. Polk, Stockard. Not offered every year.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Supervised Field Study (Arr)

507 Seminar (Arr) Offerings vary from year to year depending on student needs and faculty interests.

508 Workshop (Arr) Topics to be announced. Offered summer session only.

509 Supervised Tutoring Practicum (1-3R) P/N only.

510, 511 Logic and Scope of Sociological Inquiry (3) Fundamental philosophical and methodological issues which underlie sociological theory and research. Not offered every year.

520 Durkheim, Weber, and the Modern Functionalists (3) 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.

530 Marxist Theory (3) Marxist social theory and major contemporary debates with the Marxist paradigm of social science. Topics include the Marx-Freud synthesis, monopoly capitalism, contemporary theories of imperialism, Leninism, critical theory, and Hegelian Marxism. Burris, Szymanski.

540 Issues in Sociological Theory (3) Major sociological theories, perspectives, and issues not covered in detail in SOC 520 or 530.

550 Issues in Social Psychological Theory (3) Major theoretical issues and formulation of research problems in social psychology. Prereq: instructor's consent. Whalen. Not offered every year.

560 Experimental Methods and Design (3) The logic and design of experimentation in nonlaboratory social settings. Field approximations to experimental research; quasi-experimental designs. Factors affecting the validity of field experiments. Evaluation of social programs. Prereq: graduate standing and SOC 412 or equivalent or instructor's consent. Polk. Not offered every year.

565 Survey Methods and Design (3) The logic and methods of survey design and sampling, question construction, survey layout and implementation; codebook construction, coding, and data analysis. Prereq: graduate standing and SOC 412 or equivalent or instructor's consent. Gwartney-Gibbs. Not offered every year.

570 Field Methods and Design (3) Observing events in a natural setting; describing cultures on their own terms; the discovery of characteristic ways in which people categorize, code, and define their own experience. Liberman, Whalen.

575 Demographic Methods (3) Demographic techniques as tools; censuses as data sources for research in social phenomena. Purposes are (a) to understand the nature and uses of a census, and (b) to employ demographic methods and censuses in conducting research. Carter. Not offered every year.

580 Historical and Comparative Methods in Sociology (3) Examination of historical and comparative methods in sociological research. Theory construction, hypothesis testing, and the use of quantitative and qualitative historical sources. M. Goldman. Not offered every year.

Speech

216 Villard Hall
Telephone 686-4171
Grant F. McKernie, 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.

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.

Susan R. Glaser, Ph.D., Associate Professor (speech education, interpersonal communication). B.S., 1970, M.A., 1974, Ph.D., 1976, Pennsylvania State.

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. On leave winter, spring 1985.

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, Reno; 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.

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.

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.

Courtesy

Catherine C. Gilbert, B.A., Courtesy Lecturer (broadcast management, public broadcasting); Manager, KWAX. B.A., 1973, Westminster, Salt Lake City.

Peter A. Glaser, Ph.D., Courtesy Assistant Professor (speech education fundamentals). B.S., 1967, Kansas State Teachers; M.A., 1971, Ph.D., 1975, Pennsylvania State.

Emeriti

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.

Horace W. Robinson, M.A., Professor Emeritus (theater). B.A., 1931, Oklahoma City; M.A., 1932, Iowa.

D. Glenn Starlin, Ph.D., Professor Emeritus (criticism, international broadcasting). B.A., 1938, Idaho; M.A., 1939, Ph.D., 1951, Iowa.

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 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 credits 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 concentration.

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. All of the following: Fundamentals of Public Speaking (RHCM 122), Special Studies: Introduction to Human Communication (RHCM 199), Theory and Literature of Rhetoric (RHCM 301, 302, 303), The Logic of Argument (RHCM 321), Public Address (RHCM 435).
2. Any two of the following: Fundamentals of Speech Communication (RHCM 121), Fundamentals of Small-Group Communication (RHCM 123), Fundamentals of Interpersonal Communication (RHCM 124).
3. Any two of the following: Persuasion (RHCM 322), Group Communication (RHCM 323), Theory and Literature of Interpersonal Communications (RHCM 324).
4. Any one of the following: Public Discussion (RHCM 221), Advanced Public Discussion (RHCM 331, 332), Practicum (RHCM 409), Directing the Forensic Program (RHCM 418).
5. History—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), Freedom of Speech (RHCM 425), Background of Black Protest Rhetoric (RHCM 426).
6. Contemporary theory—any two of the following: Seminar: Organizational Communication (RHCM 407G), Seminar: Intercultural Communication and the Group Process (RHCM 432), Nonverbal Communication (RHCM 434), Interpersonal Communication (RHCM 436).
7. Additional topics—any two of the following: Seminar: Conflict and Communication (RHCM 407G), Seminar: Reticent Communication (RHCM 407G), Ethics of Persuasion (RHCM 424), Contemporary Protest Rhetoric (RHCM 427), Communication Media and Aging (RHCM 433).
8. Additional requirements: (a) Majors must take one computer science course. Examples include CIS 121, 131, 199, 201, or 203. (b) A minimum of three courses (9 credits), approved by the student's adviser, in telecommunication and film, theater arts, speech pathology-audiology in the College of Education, or a combination of these. Theory of Mass Communication (TCF 433) strongly recommended.

Students should consult their advisers about their selections. For secondary school certification, see Secondary School Teaching.

Telecommunication and Film

Students majoring in telecommunication and film study the production, history, criticism, aesthetics, regulation, control, influence, and theory of radio, video, and film. Production courses develop the student's imagination and creativity while encouraging mastery of the technical and expressive potentials of radio, video, and film production. Courses in criticism, history, and theory emphasize structure, theme, and style, and develop the student's capacity for and understanding of aesthetic experience, especially through careful description, interpretation, and evaluation of major works. Courses in media control and organization concentrate on legal, economic, and philosophical constraints imposed upon audiovisual mass media. Courses in uses and influences of mass media explore their functions in contemporary society.

By choice of electives, students may create individual programs 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 credits 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 credits 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 the Motion Picture (TCF 255, 256, 257), Elementary Television Workshop (TCF 344), Elementary Radio-Television Writing (TCF 347), 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 credits in elective telecommunication and film courses. Of these 15 credits, no more than 6 may be in Field Studies (TCF 406), Practicum (TCF 409), or a combination of the two.
5. In consultation with their advisers, students must develop a secondary field of concentration (at least 18 upper-division credits) 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 vacuum 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 three to four 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 credits. Graduate student company members must enroll either in the workshop for 12 credits or in a combination of theater arts courses totaling 12 credits.

Major Requirements

Students may study acting, directing, design, costume, lighting, history, stagecraft, dramatic literature, and theory. Courses in these fields are available to both majors and nonmajors.

In addition to all baccalaureate requirements of the University, the following requirements are specified for students with a major emphasis in theater arts:

1. A minimum of 50 credits in speech courses, 30 of which must be upper division.
2. A minimum of 9 credits in speech courses outside the theater arts area (specifically, in rhetoric and communication and in telecommunication and film). It is recommended that the 9 credits not be concentrated in either one of the outside areas.
3. Three terms of production crew assignment, 1 or more credits each.

- All of the following: Acting II (TA 251), Basic Stagecraft (TA 264), Lighting Workshop (TA 266), Costume Workshop (TA 268), Introduction to Theater Arts I, II (TA 271, 272), Play Direction (TA 364), History of the Theater I, II, III (TA 367, 368, 369), one advanced upper-division course in history or theory, 7 credits selected from advanced upper-division courses in acting, directing, costume, set design, lighting, or pedagogy.
- A minimum of 12 credits outside the speech department in related upper-division courses.
- Satisfactory completion (grades of C or P) of course work for the major.

Grading Options. All courses in theater arts 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.

Minor Requirements

The Department of Speech offers minors in rhetoric and communication and in theater arts. Following are the requirements for each minor:

Rhetoric and Communication

24 college-level credits in rhetoric and communication, including Fundamentals of Speech Communication (RHCM 121), 3 credits, plus at least 18 upper-division credits taken at the University, on a graded basis, and with grades of C- or better. The student should seek out an adviser before completing 9 credits of course work in the area.

Theater Arts

24 college-level credits in theater arts, at least 15 of which must be taken at the University. One course in each of the following areas must be included: literature/criticism, performance, technical theater, theater history. Lower-division courses must be passed with a grade of C- or Pass or better, upper-division courses with a C- or better.

Secondary School Teaching

The Department of Speech offers work for preparation to teach speech and theater in public secondary schools. Certification as an Oregon secondary teacher with speech and drama endorsements requires satisfactory completion of a program of teacher preparation 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 Office of Field Experience Programs 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. For further information, interested students should consult their academic advisers three terms before graduation.

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 primary 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 credits (not more than 9 of which may be in Thesis, RHCM 503) are required for the master's degree with the thesis option, including 9 credits from outside the Department of Speech. A minimum of 51 credits are required for the nonthesis option, and candidates must include in their

programs a minimum of 12 credits 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 credits 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. Like the master's degree, the Ph.D. degree requires Research Methods in Rhetoric and Communication (RHCM 511).

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 (GTFs) (thus carrying lighter academic loads) or taking work outside their official program of study take longer to complete their academic programs.

Preferably during the first term on campus or before completion of 15 credits 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 credits 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:

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.

Research Tool. Completion of a progressive course of study, usually 9 credits or three 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.

Related Discipline. Completion of a progressive course of study, usually 9 credits or three 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; a brief statement of academic and career goals; and one example of written work (term paper, convention paper, article, etc.) demonstrating critical skills and writing ability. Nonnative speakers of English must provide Test of English as a Foreign Language (TOEFL) scores. Major screenings of applicants, as well as determination of financial awards, are made on or about March 1 of each year. However, additional screenings may be made for admission to the program during the year. Those applying at times other than the March deadline must submit their applications at least 9 weeks prior to the term in which they seek admission to the program.

A limited number of graduate teaching fellowships (GTFs) are available to the best-qualified applicants. GTFs involving instructional responsibilities are awarded on the basis of demonstrated scholarly potential. 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), Film Directors and Genres (TCF 495), Seminar: Introduction to Graduate Study (TCF 507), Electronic Mass Media: Theory and Criticism (TCF 541).
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 credits, of which not more than 9 may be in Thesis (TCF 507), are required. At least 15 credits 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 credits, 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 credits for the Ph.D. However, students in telecommunication and film normally complete approximately 135 credits including those earned as a master's degree candidate. A comprehensive examination is administered at or near the completion of all formal course work in the student's doctoral program.

Advancement to candidacy for a Ph.D. degree is granted upon successful completion of the comprehensive examination. Students who fail to pass this examination by the second try (the comprehensive examination committee may require that all or part of it be retaken with or without additional courses) may not remain in the telecommunication and film Ph.D. program.

In addition to the general Graduate School requirements, the doctoral program includes a research-tool requirement: at least 18 credits leading to the development of research skills relevant to the student's particular program, as recommended by his or her doctoral committee. Examples of relevant skill courses are statistics, quantitative methodology, historiography, 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

Both the M.A. and the M.S. degrees require 45 credits in graduate courses, and both require a thesis with an oral examination. The M.A. also requires competence in one foreign language.

The M.F.A. normally is a two- or three-year program requiring a minimum of 54 credits, of which 9 are to be taken in a related area outside the Department of Speech. The degree is offered in directing, acting, set design, playwriting, lighting design, and costume design. Students may not apply for admission to the M.F.A. program until they have enrolled for 36 credits. A list of specific course requirements is available from the department. Course work is usually substantially completed during the first two years, and students work on their terminal artistic projects during subsequent terms. An oral evaluation and review of the project is held following completion of the project performance. A written report on the project, previewed by the candidate's report committee, follows the review.

The Ph.D. degree has no minimum credit requirement. However, most theater arts students take approximately 130 credits beyond the baccalaureate degree. 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 credits 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.

All candidates for graduate degrees from the Theater Arts Area of the Department of Speech must demonstrate their ability to read a foreign language, with the exception of those seeking the M.S. degree. However, M.S. degree candidates must demonstrate an alternative research tool or collateral field of study. Students seeking the Ph.D. degree must present two research tools or collateral fields of study, one of which must be the knowledge of a foreign language. The other may be another foreign language, but if a collateral field of study or other research tool is chosen it must relate to the student's research intent. The level of attainment is determined by the student's committee.

Courses in Rhetoric and Communication (RHCM)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

121 Fundamentals of Speech Communication (3) Interpersonal communication, small-group communication, extemporaneous speaking, listening, and analysis of communication as process. Emphasis on concepts common among communication arenas.

122 Fundamentals of Public Speaking (3) Invention, preparation, organization, presentation, and criticism of messages for audiences. No fewer than three speaking assignments with student, instructor, and selected videotape critique.

123 Fundamentals of Small-Group Communication (3) Basic concepts of small-group interaction. Projects emphasize participation in and analysis of communication in the small group.

124 Fundamentals of Interpersonal Communication (3) Provides theoretical understanding and practical skills for examining and altering interpersonal communication. The impact of communication on relationship patterns and outcomes.

199 Special Studies (1-3) Developing Communication Competence and Introduction to Human Communication are current topics.

200 SEARCH (1-3)

221 Public Discussion (2) Preparation of speeches for delivery before competitive and public audiences in conjunction with the University's forensic program. Prereq: instructor's consent. Frank.

235 Great Speeches (3) Systematic study of selected speeches by British and American orators. Friedman, Leistner. Not offered 1984-85.

Upper-Division Courses

301, 302, 303 Theory and Literature of Rhetoric (3,3,3) Selected readings on the principles of rhetoric and public address from Plato to modern times. LaRusso.

321 The Logic of Argument (3) Principles of reasoning and evidence, particularly as they apply to oral discourse. Includes theory and practice. Friedman.

322 Persuasion (3) Motivation and audience adaptation, particularly as they apply to oral communication. Includes theory and practice. Carmichael.

323 Group Communication (3) Small-group behavior as it specifically relates to communication. Includes theory and practice. Frank.

324 Theory and Literature of Interpersonal Communications (3) The function of communication in interpersonal relationships; interpersonal competence, discourse analysis, nonverbal communication, conflict resolution, and alternative approaches to dyadic communication. Frank.

331, 332 Advanced Public Discussion (2,2) 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. Prereq: instructor's consent. Frank.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

405 (G) Reading and Conference (Arr)

406 (G) Special Problems (Arr)

407 (G) Seminar (Arr) Topics include Teaching Strategies for Speech and Theater, Reticent Communication, Intercultural Communication, Conflict and Communication, and Organizational Communication.

408 (G) Workshop (Arr) Marital Communication is a current topic.

409 (G) Practicum (Arr) Supervised laboratory work on a project, including the preliminary study, development, and execution of major artistic or public service experiments.

410 (G) Experimental Course (Arr)

414 (G) Rhetorical Theory: 400 B.C.-1 A.D. (3) Major rhetorical works and movements developed during the Grecian period. Emphasis on the relation of rhetorical developments and the cultural influences of those times. LaRusso.

415 (G) Rhetorical Theory: 1 A.D.-800 A.D. (3) Major rhetorical works and movements developed during the Roman and Carolingian periods. Prereq: RHCM 301, 302, 303 or instructor's consent. LaRusso.

416 Speech Composition (3) Speech forms, types, and techniques; emphasis on application of basic rhetorical elements. Designed for prospective high school teachers and other nonmajors. Prereq: upper-division status. Friedman, Leistner. Not offered 1984-85.

418 (G) Directing the Forensic Program (3) Content, procedures, and methods in directing a forensic program at the high school, college, and university levels. Not offered 1984-85.

422, 423 (G) Public Discourse in the United States (3,3) History and criticism of public discourse in the United States. 422: Colonial period to 1912; 423: 1912 to the present. The role of rhetoric as a force for change in areas of public controversy. Leistner.

424 (G) Ethics of Persuasion (3) Different positions on the ethics of persuasion, development of individual ethical postures for students in their own persuasive efforts, and ethical appraisals of contemporary persuasion. Friedman.

425 (G) Freedom of Speech (3) History and development of freedom of speech in the United States. Friedman.

426 (G) Background of Black Protest Rhetoric (3) Survey of themes and rhetorical strategies in public disputation about the role of blacks in America from Colonial times to the *Brown vs. Board of Education* decision. Leistner. Not offered 1984-85.

427 (G) Contemporary Protest Rhetoric (3) 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 prisoners' rights. Leistner.

430 (G) Quantitative Methods in Speech (3)

Empirical and experimental methods of research in speech communication. Introduction to the experimental method, statistics, experimental design, problems in empirical research, and philosophical problems in quantitative research. Carmichael.

431 (G) Speech Communication Theory (3) The

experimental literature on speech communication. Includes models of the communication process; audience, message, and speaker variables; and the teaching of speech. Carmichael.

432 (G) Speech Communication and the Group

Process (3) Literature on small groups relevant to speech communication. Major areas are group formation, tasks, effectiveness and efficiency; status problems; leadership; problem solving and conflict resolution; communication in discussion; social power and social control; organizational techniques and problems. Carmichael.

433 (G) Communication, Media, and Aging (3)

Communication-related problems of aging; communication-gerontology research literature; the use of communication systems in analyzing and solving various problems of aging. Carmichael.

434 (G) Nonverbal Communication (3) Nonverbal dimensions of interpersonal communications. The theoretical basis, including time, space, form, and action, of nonverbal interpersonal communication. LaRusso.

435 (G) Public Address (3) Theory of speechmaking and practice in preparing speeches adapted to the professional requirements of students. Prereq: instructor's consent. Friedman, Leistner.

436 (G) Interpersonal Communication (3) Examines human interaction as it affects formation of relationships. Reviews research in the areas of attraction, self-disclosure stages of relationship development, rhetorical sensitivity, and conversational analysis. S. Glaser.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr) Topics include Problems of Teaching Speech, Persuasion, Theory of Argumentation, Contemporary Topics, Rhetoric of the Presidential Campaign, and Communication and Language.

508 Workshop (Arr) Communication in Business is a current topic.

509 Practicum (Arr) For description, see RHCM 409.

510 Experimental Course (Arr) Current topics include Interpersonal Communication Instruction and Retention Instruction.

511 Research Methods in Rhetoric and Communication (3) Research methodologies useful in scholarly investigation in rhetoric and communication; survey of historical, critical, descriptive, and experimental research; introduction to scholarly writing. Friedman.

513 Rhetorical Theory: 1450-1600 (3) Selected major and minor works in rhetoric developed in France, Germany, Spain, and Italy during the late Middle Ages and Renaissance. LaRusso. Not offered 1984-85.

514 Rhetorical Theory: 1700-1900 (3) Study of selected rhetorical and nonrhetorical works to determine the reciprocal influence among rhetoric and the developing trends in psychology, aesthetics, and logic. LaRusso. Not offered 1984-85.

515 Modes of Rhetorical Criticism (3) Examination of contemporary perspectives and methods of rhetorical criticism through theoretical and applied studies. Attention to the intersection of rhetorical and communication theory. Friedman, Leistner.

523 Problems in Research Writing (3) Study of problems in writing and rewriting results of scholarly investigations for publication. Friedman.

530 Attitude Formation and Change (3) Analysis of research in speech communication relevant to attitude formation, change, measurement, and definition. Prereq: RHCM 430 or instructor's consent. Carmichael. Not offered 1984-85.

Courses in Telecommunication and Film (TCF)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (Arr)

200 SEARCH (1-3) Not offered 1984-85.

211 Basic Concepts in Visualization (3) Appreciation of media through viewing and discussion of major productions in radio, television, and film. Not offered 1984-85.

241 Introduction to the Electronic Mass Media (3)

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.

242 The Social Impact of Television (3) Exploration of the interaction between television and viewers. Methods for the systematic criticism of entertainment and news. Prereq: TCF 241. Robinson.

255, 256, 257 History of the Motion Picture (3,3,3)

History of the motion picture as an art form. 255: 1895-1928; 256: 1928-1960; 257: contemporary cinema. Cadbury, Seiter.

292, 293, 294 The Great Filmmakers (3,3,3) Introduction to film criticism through a study of the great directors. Cadbury, Seiter. Not offered 1984-85.

Upper-Division Courses

341 Introduction to Media Aesthetics (3) Aesthetic variables of television and motion pictures; examination of variables to help students understand the manipulation of the media. Shepherd.

342 Elementary Radio Workshop (4) Theory and practice of radio broadcasting. Prereq: TCF 241, 341. Not offered 1984-85.

343 Advanced Radio Workshop (4) Theory and practice of radio broadcasting. Prereq: Experimental Course: Elementary Production Workshop (TCF 410). Not offered 1984-85.

344 Elementary Television Workshop (4) Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prereq: TCF 241, 341.

345 Advanced Television Workshop (4) Broadcast performance technique; physical, acoustic, and mechanical theory and its application; interpretive theory and its application. Prereq: TCF 344.

347 Elementary Radio-Television Writing (3) Radio and television writing techniques; theory and practice in writing all major continuity types. Prereq: junior standing. Kretsinger.

348 Advanced Radio-Television Writing (3) Radio and television writing techniques; theory and practice in writing all major continuity types. Prereq: TCF 347 or equivalent. Kretsinger.

372 Staging and Lighting for Television (2) Identifying and controlling the visual factors in television production. Interdependence of elements explored through group exercises and individual projects. Prereq: TCF 345. Sherriffs. Not offered 1984-85.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3) Not offered 1984-85.

401 Research (Arr)

405 Reading and Conference (Arr)

406 Field Studies (Arr) Internship program for outstanding majors; open only to those with approved applications. P/N only. Shepherd.

407 (G) Seminar (Arr) 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.

408 (G) Workshop (Arr)

409 (G) Practicum (Arr) Supervised work on a project, including development and execution of artistic or public service programs. Prerequisite: instructor's consent. P/N only.

410 (G) Experimental Course (Arr) Super-8 Filmmaking and Field Production are current topics.

431 (G) Theory and Criticism of Television Drama (3) Concepts of audience dynamics, media aesthetics, vicarious experience, and the consequence of economic dependence upon appeals to modal tastes analyzed and applied. Sherriffs.

433 (G) Theory of Mass Communication (3)

Sociological as well as psychological approaches to the study of mass communication. Primary attention to the critical evaluation of contemporary theoretical trends. Bybee.

444 (G) Concepts in Visual Production (3) Analysis of various forms of visual representation to study the processes by which ideas are transformed into visual language. Shepherd. Prereq: instructor's consent.

445 (G) Television Direction (3) Theory and technique of television direction explored through group exercises and individual projects. Sherriffs. Prereq: TCF 345 and instructor's consent.

446 (G) Radio-Television Programming (3) Values, trends, and procedures in broadcast programming schedules; problems in planning program structure to meet community and public service needs. Kretsinger.

448 (G) Radio-Television and the Public (3) Freedom and professional ethics, responsibility, and control as these concepts relate to the broadcaster, the government, and the public. Sherriffs.

449 (G) Government Regulation of Broadcasting in the United States (3) Analysis of American broadcasting laws, regulations, court decisions, and policymaking processes. Prereq: TCF 241 or instructor's consent. Robinson.

455 (G) Motion Picture Editing (3) Mechanics, techniques, and principles of editing 16mm film. Not offered 1984-85.

456 (G) Motion Picture Planning (3) Logistical problems of producing a film and methods of notating ideas. Prereq: TCF 455 or instructor's consent. Not offered 1984-85.

457 (G) Motion Picture Production (3) Workshop in motion picture production. Prereq: TCF 455, 456, or instructor's consent. Not offered 1984-85.

470 (G) Instructional Programs for Television (4) Studio exercises designed to explore effective instructional techniques based upon current theories of learning and the achievement of behavioral objectives. Not offered 1984-85.

495 (G) Film Directors and Genres [Term Subject] (3) Interpretation of films and analysis of film history and aesthetics through techniques developed in modern film criticism. Cadbury, Seiter.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Topics include Introduction to Graduate Studies, Techniques and Problems of Theory Construction, Film Criticism, and Experimental Design for Communication Research.

508 Workshop (Arr)

509 Practicum (Arr)

510 Experimental Course (Arr)

541 Electronic Mass Media: Theory and Criticism (3) Theories and critiques of the electronic mass media; behavioral and cultural methods used to discuss and develop critical standards for media application. Bybee.

544 Radio-Television Program Evaluation (3) Development of broadcast measurements; quantita-

five methods and survey procedures applicable to the testing of hypotheses in radio and television. Kret-singer. Not offered 1984-85.

Courses in Theater Arts (TA)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3) Stage crew: lighting, scene, costume.

230 Performing Arts and the Creative Process (3)

The arts of dance, music, and theater, with emphasis on the artistic contribution of the performer. Interrelations among the performing arts. Physical limitations of the forms; period and stylistic influences; temperament and personality as factors in interpretation. Not offered 1984-85.

250 Acting I (3) Principles of warm-ups, Stanislavski System, individual inventory, character analysis, and rehearsal procedure.

251 Acting II (3) Continuation of performance principles for contemporary realistic theater with addition of comic technique and director-actor relationship. Prereq: TA 250 and instructor's consent.

252 Acting III (3) Development of audition and improvisational skills while establishing a working file of monologue material. Prereq: TA 251 and instructor's consent.

260 Makeup (3) History, purpose, and techniques of applying theatrical makeup; the use of makeup in the various theatrical media, with emphasis on stage and television performances.

262 Theater Promotion Workshop (1-3) Development and application of promotional materials for hypothetical and actual theater productions.

264 Basic Stagecraft (2-3) Construction, painting, and handling of scenery and props. Fundamentals of stagecraft and use of stage equipment. Practical experience in stage crew work.

266 Lighting Workshop (2-3) The use and functions of stage lighting equipment and the operation of lights under performance conditions.

268 Costume Workshop (3) The art and craft of stage costuming; practical experience in the design, construction, and maintenance of theatrical costumes.

271 Introduction to Theater Arts I (3) Play and script structure, contemporary aesthetic attitudes, and the value of theater arts to society and the individual.

272 Introduction to Theater Arts II (3) Recent theater, including drama since World War II and new trends and developments in theater practice. Prereq: TA 271.

273 Introduction to Theater Arts III (3) Popular musical theater from a historical and structural perspective, with emphasis on examples since World War II. Styles and performance practice, individual composers, directors, and writers analyzed. Prereq: TA 272.

Upper-Division Courses

318 Costume Construction (3) Practical problems encountered in building and decorating costumes for the stage.

351 Techniques: Acting IV (3) Problems in the use of voice in dramatic roles. Prereq: instructor's consent.

352 Styles: Acting V (3) Problems in the analysis and presentation of characters. Prereq: instructor's consent.

353 Performance: Acting VI (3) Advanced problems in acting technique: study, rehearsal, and performance. Prereq: TA 251, 351, 352, and instructor's consent.

364 Play Direction (3) Sources of dramatic material, choice of plays, casting and rehearsal of players, production organization.

367, 368, 369 History of the Theater I, II, III (3,3,3)

Development of the theater from its origins to the present emphasizing the history of dramatic literature, criticism, theater architecture, design, and performance.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

405 (G) Reading and Conference (Arr)

407 (G) Seminar (Arr) 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.

408 (G) Workshop (Arr)

409 (G) Practicum (Arr) Current topics are Production Projects and Rehearsal and Performance.

ENG 411, 412, 413 (G) English Drama (3,3,3) See description under English.

414, 415 (G) Costume History I, II (3,3) History of clothing and costuming from earliest records through the 15th century, from the 16th century to the present. Prereq: for 415: instructor's consent. Not offered 1984-85.

416 (G) Costume Design (3) Beginning design concepts and various artistic media as applicable to costume design and rendering techniques.

417 (G) Advanced Costume Design (3) Analysis and interpretation of scripts for costume design. Continuation of development of rendering techniques. Prereq: TA 416. Bonds.

418 (G) Costume Pattern Drafting (3) Designing patterns through flat patterning and draping techniques. Practical experience in pattern development. Elements of draping, millinery, and tailoring included. Practical experience in original selected design. Prereq: TA 416 and 417 or instructor's consent.

ENG 420, 421, 422 (G) Modern Drama (3,3,3) See description under English.

420 (G) History of the American Theater (3) Readings, reports, projects, and discussions concerning significant events in theater in the United States from its beginnings to the present. Prereq: instructor's consent. Not offered 1984-85.

425 (G) Scenery Drafting Techniques (3) Drafting techniques for the scenic artist. Plan views; isometric, orthographic, and section views of scenery details. Conventions of stage and scenery plans. Drafting equipment.

430 (G) Stage Management (3) Duties, responsibilities, and procedures of the stage manager. Stage managing in community, educational, and professional theater. The administrative and artistic role of the stage manager. Not offered 1984-85.

440 (G) Principles of Design in the Theater (3) Visual statement in the theater. Composition, color, spatial relationships, line, and movement for the scene, costume, and lighting designers, and for the director and actor. Prereq: TA 264, 266, or 268, or instructor's consent.

441 (G) Scene Design I (3) Elements of scene design; the scene designer's role. Creating a ground plan, measured perspective techniques, elevations, design styles. Note: Elements of design process and procedures related to the proscenium stage only. Prereq: TA 425, 440 or instructor's consent.

460 (G) Advanced Play Direction (3) Theory and practice in direction of plays for public performance. Prereq: TA 364 or instructor's consent. Not offered 1984-85.

463 (G) Scene Painting (3) Practical experience in painting stage scenery. Painting of drops; highlighting, shadowing, texturing, and stenciling; forced perspective; paints and painting equipment. Prereq: TA 264 or instructor's consent. Offered 1984-85 and alternate years.

464 (G) Properties Design and Construction (3) Designing and constructing stage properties and furnishings. Plastics and metals fabrication; Celastic, papier-mâché, and fiberglass as properties-fabricating materials; furniture upholstery techniques. Not offered 1984-85.

467 (G) Lighting for the Stage (3) Functions of stage; lighting qualities of the light and lighting; technical and

aesthetic problems. Prereq: TA 266 or instructor's consent. Not offered 1984-85.

468 (G) Advanced Stage Lighting (3) Theories and methods of lighting stage production. Prereq: TA 467 or instructor's consent. Not offered 1984-85.

471, 472 Theater and Culture (3,3) Dramatic literature and historical cultural concepts. Establishes a cultural context for periods of drama, utilizing arts materials and socioeconomic factors to clarify aesthetic attitudes and practices of theater. 471: Greeks through Renaissance; 472: Baroque through Romanticism. McKernie. Not offered 1984-85.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Romantic Theater is a current topic.

509 Practicum (Arr) For description, see TA 409.

511 Research Methods (3) Research methodology; experimental, historical, descriptive, and developmental research methods; style and format in scholarly presentation of research. Required for all theater arts graduate students.

530 Continental Theater (3) Major developments and experiments in the drama and theater production of Europe, Great Britain, and Russia from Büchner to Artaud. Not offered 1984-85.

531 Avant-Garde Theater (3) New forms, styles, treatments of mood, and expressions of ideas and emotions as manifested in literary, dramatic, and theatrical elements and conditions of production. Prereq: TA 530 or instructor's consent. Not offered 1984-85.

532 Theater of Ibsen (3) The modern Dano-Norwegian theater, with special emphasis on the work of Henrik Ibsen; influence on European and American theater. DeChaine. Not offered 1984-85.

533 Theater of Strindberg (3) The modern Swedish theater, with special emphasis on the work of August Strindberg; influence on European and American theater. DeChaine. Not offered 1984-85.

551, 552, 553 Theory of Dramatic Production (3,3,3) 551: theory of acting; 552: theory of dramatic direction; 553: theory of dramatic structure.

563 Advanced Problems of Scene Design (3) Selected problems in the design of dramatic productions. Prereq: TA 440, 441 and instructor's consent. Williams. Not offered 1984-85.

564, 565 Special Problems in History of Theater (5,5) Components of the theater during the golden ages of dramatic art: the ancients, European Renaissance, Asiatic, 18th- and 19th-century Europeans.

Women's Studies

636 Prince Lucien Campbell Hall

Telephone 686-5529

Barbara Corrado Pope, Program Director

Program Committee

Mavis Mate, Chair

Joan Acker
Randi Birn
Rogena Degge
Leslie Greer
Sandra Hamilton
Judith Hibbard
Fran Holand
Lorraine Ironplow
Marsha Mabrey
Randall McGowen
Geraldine Moreno-Black
Ellen Seiter
Carol Silverman
Anne Wyatt
Laurene Zaporozhietz

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., 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., Associate Professor of English.

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

Ellen Seiter, Ph.D., Assistant Professor of Speech.

Carol Silverman, Ph.D., Assistant Professor of Anthropology.

Priscilla Southwell, M.A., Assistant Professor of Political Science.

Louise Wade, Ph.D., 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 choose to take the 24 credits 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 credits 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, 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 24 credits in courses approved by the Women's Studies Committee. The 24 credits must include Introduction to Women's Studies (WST 101), Practicum (WST 409), and either Seminar (WST 407) or History and Development of Feminist Theory (WST 412). No more than 6 credits of WST 405 and 409 may be counted toward the certificate. In addition, students must take at least 6 credits of women's studies courses in an academic group—Arts and Letters, Social 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 in Women's Studies (WST)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 Introduction to Women's Studies (4) 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.

199 Special Studies (1-3)

200 SEARCH (1-3)

Upper-Division Courses

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

405 (M) Reading and Conference (Arr)

407 (M) Seminar (Arr)

408 (M) Workshop (1-3)

409 (M) Practicum (Arr)

410 (M) Experimental Course (Arr)

412 (M) History and Development of Feminist Theory (3) Survey of ideas about oppression and liberation of women in American and European history. Begins with pre-Enlightenment and pre-Revolutionary ideas, with a closer examination of major theoretical classics of the 19th and 20th centuries and lesser known contemporary works. Prereq: WST 101 or SOC 216. Not offered every year.

Courses in Other Departments

See descriptions under appropriate departments.

ANTH 310 Exploring Other Cultures: Women and Culture (3)

ARE 410 (G) Experimental Course: Women and Art (3)

EDPM 407 (G) Seminar: History of Women and Education (3)

ENG 260 Introduction to Women Writers (3)

ENG 498 Studies in Women and Literature (3)

FR 425 (G) Modern Women Writers (4)

HST 331 Perceptions and Roles of Women from the Greeks through the 17th Century (3)

HST 332 Women and Social Movements in Europe from 1750 to the Present (3)

PSY 425 (M) Psychology of Sex Differences (3)

SCAN 353 Readings in Translation: Scandinavian Literature and Society (3)

SOC 216 Introduction to the Sociology of Women (3)

SOC 449 (G) Women and Work (3)

SOC 455 (G) Sociology of Women (3)

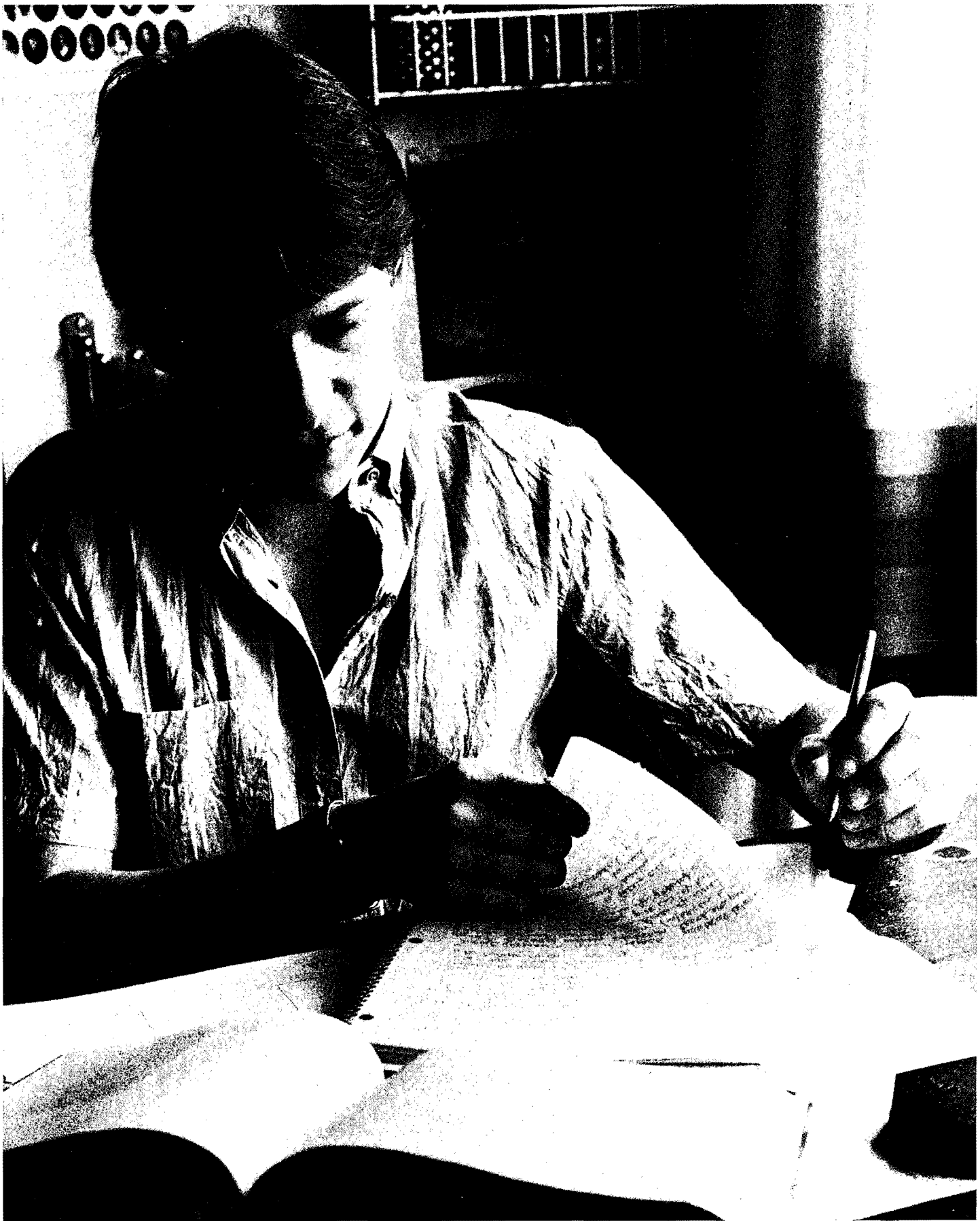
SOC 456 (G) Sex and Identity: Theoretical Perspectives (3)

SPAN 440 (G) Spanish Women Writers of the 20th Century (4)

TCF 495 (G) Film Directors and Genres: Women Filmmakers (3)

TCF 495 (G) Film Directors and Genres: Women and Melodrama (3)





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 major in the College of Business Administration 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
Russell J. Donnelly, 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. Detailed requirements are specified in the OSU School of Engineering Advising Guide, available from the School of Engineering, Oregon State University, Corvallis, Oregon 97331. While preengineering requirements at other engineering schools are similar, students should obtain a similar advising guide from the schools of their choice.

Preengineering students should be aware that candidates at OSU must earn a minimum of 204 credits for a baccalaureate degree in engineering. Therefore completion of the degree takes an average of 4.8 years.

Students completing the courses listed below before admission still need to take several introductory engineering courses at OSU before they can be admitted 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. Subject to budgeting and enrollment constraints, the University of Oregon expects to offer these courses for preengineering students beginning in 1984-85. 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 credits
*Calculus (MTH 201, 202, 203)	12
*General Physics with Calculus (PH 211, 212, 213)	12
*Introductory Physics Laboratory (PH 204, 205, 206)	6
*English Composition (WR 121)	3
*Introduction to Numerical Computation (CIS 133)	4
Physical education: three activity courses	3
Humanities & social sciences ¹	6
Sophomore Year	46 credits
*Calculus of Several Variables with Linear Algebra (MTH 331, 332, 333)	12
*General Chemistry (CH 104, 105, 106)	9
*General Chemistry Laboratory 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 credits in humanities courses (art history, English literature, history, foreign language—second-year or higher, music history or theory, philosophy, religious studies) and 12 credits in 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 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 credits
*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 credits
*Calculus (MTH 202, 203), *Calculus of Several Variables with Linear Algebra (MTH 331)	12
*General Physics with Calculus (PH 211, 212, 213)	12
*Introductory Physics Laboratory (PH 204, 205, 206)	6
*Introduction to Numerical Computation (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 credits in humanities courses (art history, English literature, history, foreign language—second-year or higher, music history or theory, philosophy, religious studies) and 12 credits in 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 courses which satisfy admission requirements for the Oregon Health Sciences University (OHSU) Dental Hygiene Program in Portland.

Completion of a two-year program (93 term credits minimum) is required prior to registration in the Dental Hygiene Program. The following courses satisfy basic requirements:

Survey of General, Organic, and Biochemistry (CH 101, 102, 103).

Biology: three courses of human or animal biology which must include some laboratory experience, preferably with microscopes, 12 credits.

English Composition (WR 121 and either 122 or 123).

Introductory Nutrition (HEP 252).

Personal Health (HES 250).

Fundamentals of Speech Communication (RHCM 121).

Arts and letters: three group-satisfying courses in addition to speech, 9 credits.

Introduction to Psychology (PSY 201) and Developmental Psychology (PSY 215).

Introduction to Sociology (SOC 201).

Social science: a group-satisfying elective from either psychology or sociology.

Applications are usually available from December 1 to March 1 for the class entering the following fall and should be requested from the Registrar's Office, 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

Pre dental Curriculum

The University offers a pre dental 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 pre dental students devote at least three years to their pre dental education, completing a minimum of 135 credits of which 115, including all of the pre dental requirements, must be graded. A No pass (N) 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 pre dental program, all requirements for the degree (including general University requirements and requirements for a major in the College of Arts and Sciences) that cannot be met with work taken at the School of Dentistry. For general

University requirements, see Baccalaureate Degree Requirements in the Registration and Academic Policies section 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 credits.

General Chemistry (CH 104, 105, 106).

General Chemistry Laboratory I, II, III (CH 107, 108, 109) fulfill the quantitative analysis requirements of the School of Dentistry.

Organic Chemistry (CH 331, 332, 333), Introductory Organic Laboratory (CH 337, 338).

Molecular and General Genetics, Cell Physiology, Gene Action and Development (BI 311, 312, 313) with laboratories (BI 315, 316, 317). Organic Chemistry is a pre- or corequisite to this sequence. Alternatively, some pre dental 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 Pre dental Advisory Committee does not recommend it as the sole preparation either for dental school work or for the Dental Admissions Test. This set of courses 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 courses required for the biology major. All other students should consult their advisers on the suitability of this alternative.

General Physics (PH 201, 202, 203; or PH 211, 212, 213) with laboratories (PH 204, 205, 206).

Admission

Pre dental students must realize that there is competition for admission to the School of Dentistry. The average grade point average (GPA) of the entering class of 1983 was 3.20. If the GPA is below 3.00 there is very little possibility of acceptance. However, the Admissions Committee of the School of Dentistry makes special allowance for those students who start off poorly but then improve substantially in their pre dental 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 pre dental 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 deal personally with the student. The evaluation should be obtained immediately following the conclusion of a term's work. Evaluation forms are available from the Career Planning and Placement Service at the University.

Recommended Electives. Dental schools recommend that pre dental students, in addition to completing the basic requirements listed above, choose electives which will broaden their cultural background as well as strengthen their scientific training. Courses in the following fields are suggested: developmental biology, microbiology, genetics, physical chemistry, mathematics, foreign language (completion of a second-year course), philosophy, public speaking, music and art appreciation, history, economics, sociology, literature, anthropology, and personnel management. Students are advised to explore their own interests and obtain the best possible general cultural education. The guidance of pre dental advisers in course planning is indispensable and their counsel should be sought regularly.

Medicine, Preparatory

William Sistro, 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). The laboratories fulfill the quantitative analysis requirement of the School of Medicine.

Organic Chemistry (CH 331, 332, 333) with laboratories (CH 337, 338).

Three terms of biology covering basic concepts of cell structure and function, developmental biology (embryology), and genetics. Premedical students may take Molecular and General Genetics, Cell Physiology, Gene Action and Development (BI 311, 312, 313) with laboratories (BI 315, 316, 317) 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 courses 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 courses required for the biology major. All other students should consult their advisers on the suitability of this alternative.

College-level mathematics: 12 credits, including an introductory course in calculus.

General Physics (PH 201, 202, 203; or PH 211, 212, 213) with laboratories (PH 204, 205, 206).

A minimum of 6 credits in psychology, satisfying either the social science or the science group requirements.

Specific courses are recommendations only; in some instances alternative courses may be acceptable or preferred to meet major requirements. Transfer students and post-baccalaureate students may meet the minimum requirements differently; they should consult their advisers and *Medical School Admission Requirements*. More detailed information on curriculum, application procedures, and the medical profession is available 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 various majors are found in this catalog under department and program headings; see also the **General Science** section.

A few students are admitted to medical school at the end of their junior year, on the assumption that credits earned in medical school may be transferred back to the undergraduate institution to satisfy baccalaureate degree requirements in remaining upper-division science credits. Students planning to enter medical school at the end of their junior year should consult advisers regularly to ensure that general University and departmental major requirements are met.

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, MCAT scores, and letters of recommendation.

Currently, a 3.50 GPA is the national mean for accepted applicants, and it is unlikely a candidate with a GPA 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 MCAT, given in early spring and fall each year. Reservations for this examination **must** be made at least one month in advance of the scheduled date; reservation blanks are available in 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 courses, 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 practica. 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 General Hospital School of Medical Technology in Eugene. The Bachelor of Science (B.S.) in medical technology is awarded by the OHSU to those whose fourth year is completed in Portland; a B.S. 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 credits in biology which must include a course in bacteriology; 24 credits in chemistry, including one full year of a general college chemistry course with lectures and laboratories; a course in organic chemistry or biochemistry; and one term of college mathematics. A course in physics is strongly recommended.

During the three years on the Eugene campus, the student must satisfy (1) all general University degree requirements for majors in professional schools, including writing, health, and group requirements that cannot be satisfied with work taken at the 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).

Organic Chemistry (CH 331, 332, 333) with laboratories (CH 337, 338).

Biology, 24 credits, to include Introduction to Bacteriology with laboratory (BI 381, 383).

Mathematics, one course, MTH 101 or above.

In addition, the following courses are strongly recommended by both the OHSU and Sacred Heart General Hospital:

Quantitative Analysis (CH 324).

General Physics with laboratories (PH 201-206).

One full year of college-level mathematics, 12 credits. Two terms of calculus, 8 credits (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 General Hospital.

Fourth-Year Curriculum

The curriculum for the fourth-year program at the OHSU School of Medicine is as follows:

Fall Term	17 credits
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 credits
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 credits
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 General 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 General 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 courses 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 (B.S.) degree in nursing.

The recommended freshman prenursing program includes a minimum of 45 credits distributed as follows:

Survey of General, Organic, and Biochemistry (CH 101, 102, 103), which includes laboratories, or General Chemistry (CH 104, 105, 106) with laboratories (CH 107, 108, 109).

College Algebra (MTH 101).

English Composition (WR 121 and either 122 or 123 unless waived).

Introductory Nutrition (HEP 252).

Physical education: three terms, 3 credits.

Social sciences: three group-satisfying courses, including Introduction to Cultural Anthropology (ANTH 108), 9 credits.

Arts and letters: three group-satisfying courses.

Electives: three group-satisfying courses to be chosen from arts and letters, social sciences, or sciences.

Some variation in the program is possible, but students must consult with advisers; no variation is permitted in the chemistry, algebra, nutrition, and credit requirements. Students must maintain a 2.50 GPA during the prenursing program to be eligible for admission.

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 past 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 Registrar's Office, Oregon Health Sciences University School of Nursing, 3181 S.W. Sam Jackson Park Road, Portland, Oregon 97201.

Students who choose to extend their preprofessional training to two years may take courses 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 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 OSU School of Pharmacy requires 90-96 credits, including:

General Chemistry with laboratories (CH 104-109 or 204-209).

Organic Chemistry with laboratories (CH 331-332, 337), 10 credits.

Biology: 10 credits (BI 201, 202, 204 or 311, 312, 313 recommended; only one course may be botany).

Introduction to Bacteriology with laboratory (BI 381, 383).

General Physics with laboratories (PH 201-202, 204-205).

Calculus (MTH 201 or 207).

Introduction to Sociology (SOC 201).

Introduction to Psychology (PSY 201) and one additional social science psychology course (PSY 214, 215, or 216).

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202).

English Composition (WR 121 and either 122 or 123).

Fundamentals of Speech Communication (RHCM 121) or Fundamentals of Public Speaking (RHCM 122).

The following are not required for admission but are required for graduation from the OSU School of Pharmacy. They may be completed at the University of Oregon as well:

Arts and letters: 12 credits of group-satisfying courses, excluding the composition and speech noted above.

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 111 Susan Campbell Hall on the 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 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. No specific major is 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.

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 apply for admission.

Most schools require 12 credits each of biology, general chemistry, and general physics and 6 credits 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 below 3.00. Furthermore, recent 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 Adviser

The University offers courses which satisfy the requirements for admission to United States schools of occupational therapy. Students may apply to transfer into baccalaureate degree programs after two or three years of undergraduate study or enter master's degree programs after graduation. Because of vari-

ations 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) General 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, B.A., 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 Accounting (ACTG 221), Financial Accounting (ACTG 222), and Managerial Accounting (ACTG 260).

Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202).

English Composition (WR 121, 122) and Expository Writing (WR 216).

English History (HST 304, 305, 306).

Literature and further English composition courses.

History of the United States (HST 201, 202, 203).

Social and Political Philosophy (PHL 307, 308, 309).

Political Theory (PS 430, 431, 432).

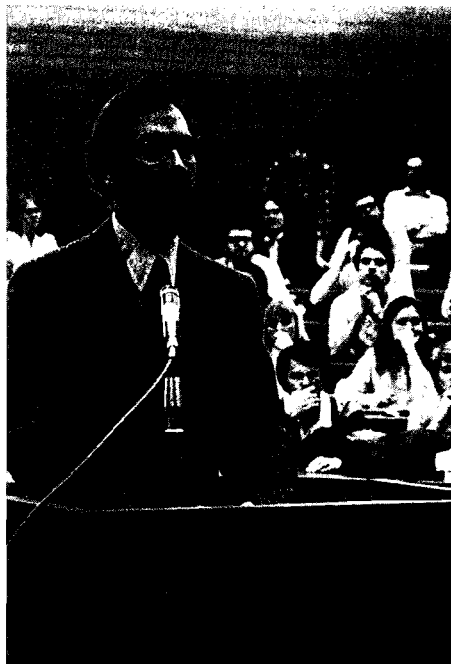
Some exposure to psychology and sociology is recommended.

All accredited law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given in October, December, February, and June; registration forms are available in the Office of Admissions in the Law Center and in the 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.

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 competence 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 the WICHE Programs in the *Prehealth Sciences* section of this catalog for the procedure on WICHE certification.

The Office of Academic Advising and Student Services maintains catalog information on the WICHE schools.

Social Work, Preparatory

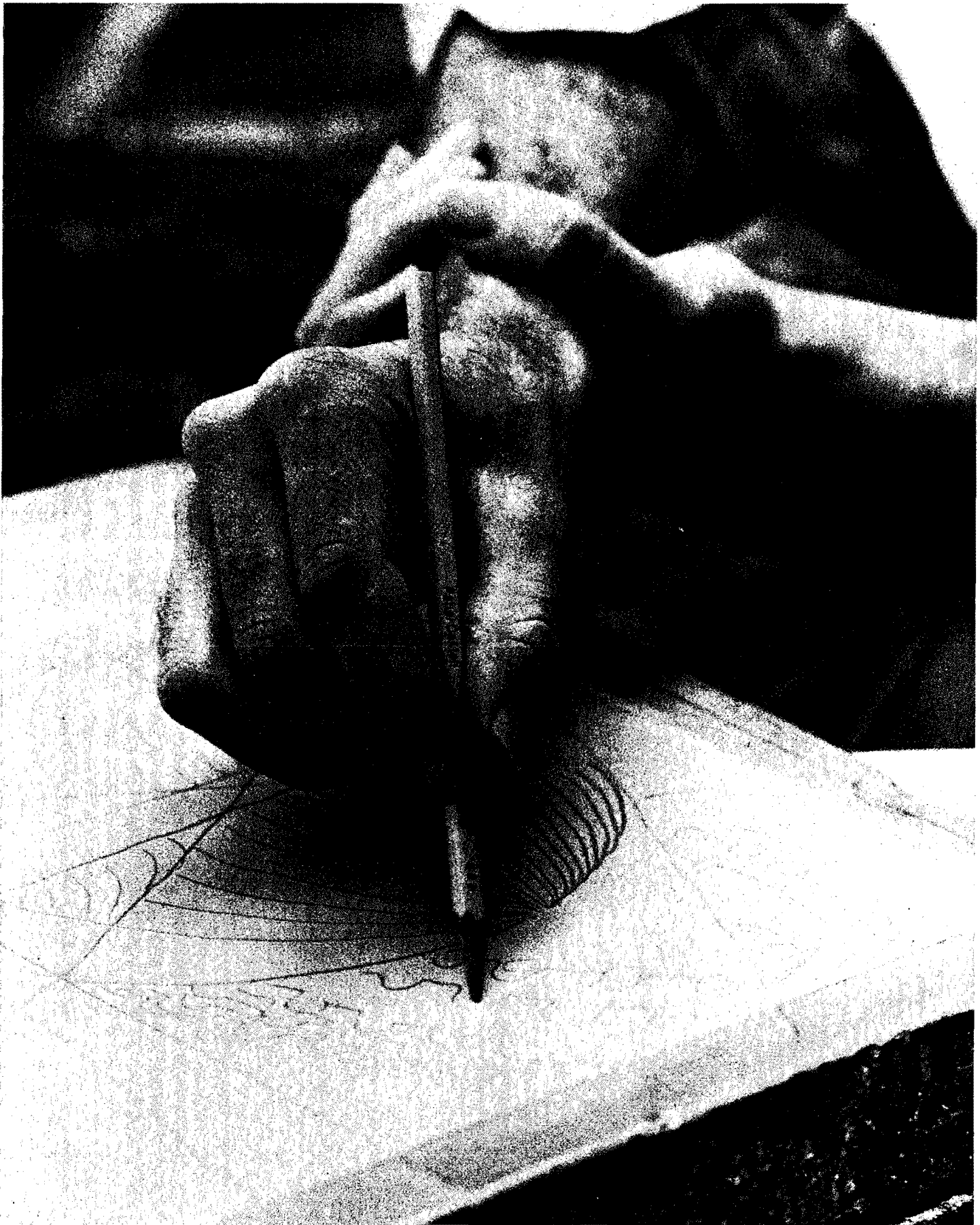
Graduate programs in social work usually require a baccalaureate degree but do not specify a major or particular course work for admission. The best preparation begins with a broad exposure to the social and behavioral sciences and an understanding of the behavior of individuals, groups, and social institutions. 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.





Architecture and Allied Arts

109 Lawrence Hall
Telephone 686-3631

Wilmot G. Gilland, Dean
George M. Hodge, Jr., Associate Dean

The School of Architecture and Allied Arts offers opportunities for study in the history, theory, teaching, and practice of the arts, as well as professional education in architecture, interior architecture, landscape architecture, and urban planning and public policy. Approximately ten percent of the students on the Eugene campus are enrolled in the school's departments of architecture, art education, art history, fine and applied arts, landscape architecture, and planning, public policy and management, and in the graduate program in historic preservation. A unique aspect of the school is the extensive involvement of students in studio settings in the arts and in environmental design. This opportunity promotes the direct exploration of ideas and development of speculative thinking through visual means. The school also has a long tradition of expecting a high level of individual student initiative and responsibility in seeking a significant university education.

Admission, major requirements, and course offerings are described in detail in the departmental sections of this catalog. Freshmen and transfer students must meet University requirements for admission to the School of Architecture and Allied Arts. All previous work being submitted for transfer credit must be approved by the major department. Students are assisted in developing their programs of study by advisers from the department 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 environmental design and planning fields are encouraged to be active in professional practices, to engage in design competitions, and to develop theoretical studies. Faculty members in the arts participate

in invited gallery shows and exhibitions at 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.

Office of Research and Development

Karen Johnson, Coordinator

The Office of Research and Development provides centralized word processing for the school. It helps faculty and students identify funding sources and write grant proposals, and it provides administrative support for grants that have been received. It also serves as a center for external relations, publicity, and fund raising for the general support of school programs and activities. The office maintains contact with alumni, publishes the *School of Architecture and Allied Arts Review* twice a year, and conducts such events as the annual telefund drive.

Center for Environmental Design, Planning, and Visual Arts Research

This center helps stimulate and support research and creative work in the school. Formerly called the Center for Environmental Research, the center represents the concerns of all six departments housed in the school and helps coordinate the exploration of important issues in environmental design, the arts, and planning and public policy. It supports the formation of faculty and student groups wanting to work in particular topic areas including interdisciplinary and interinstitutional projects, and it sometimes helps find grants for such work. Center publications link research done at the University to that of similar centers, to national and international conferences, and to individuals interested in the application of knowledge gained through research.

Computer Graphics Studies

Various departments in the school offer course work in the emerging area of computer graphics. Our interests are in the capability of the computer to enhance our understanding of communication through the formation and manipulation of graphic symbols as well as in studies of the simultaneous display and representation of complex information. The disciplines of architecture, art education, fine and applied arts, and landscape architecture have been especially active in developing a school-wide computer graphics program. A computer graphics laboratory is located in the Condon School.

Bureau of Governmental Research and Service

340 Hendricks Hall
Telephone 686-5232
Kenneth C. Tollenaar, Director
Faculty

Sandra L. Arp, J.D., Legal Consultant (public law).
B.A., 1972, J.D., 1976, Oregon.

Garey F. Butler, J.D., Legal Associate (public law).
B.A., 1975, Emory; J.D., 1982, Oregon.

Donald N. Johnson, B.A., Research Associate (regional planning and governmental systems, state and local government, economic development). B.A., 1946, Reed.

Robert E. Keith, M.Arch., Planning Consultant (urban and regional planning). B.S., 1944, Kansas State; M.Arch., 1950, Oregon.

Jonathan D. Raab, M.S., Research Associate (public works and land use). B.A., 1980, M.S., 1983, Stanford.

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, M.S., Research Assistant (public administration). B.A., 1969, Wisconsin, Madison; M.S., 1983, Oregon.

Emeriti

Herman Kehrl, M.A., Director Emeritus (state and local government); Professor Emeritus, Political Science. B.A., 1923, Reed; M.A., 1933, Minnesota.

A. Mark Westling, B.S., Planning and Public Works Consultant Emeritus (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.

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.

Courses in Architecture and Allied Arts (AAA)

Schoolwide AAA 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.

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

180 Introduction to Visual Inquiry (3) A studio seminar course offering an opportunity to become more aware of the meaning and value of visual experience. Basic visualization processes; giving form to ideas and perceptions; reflecting on their meaning. Hacker, O'Connell.

199 Special Studies (1-3)

200 SEARCH (1-3)

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

405 (G) Reading and Conference (Arr)

406 (G) Special Problems (Arr)

407 (G) Seminar (Arr)

408 (G) Workshop (Arr)

410 (G) Experimental Course (Arr)

Architecture

202 Lawrence Hall

Telephone 686-3656

Jerry Finrow, Department Head

Michael Utsey, Assistant Department Head

Faculty

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). 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, housing production). B.A., 1970, Dartmouth; M.Arch., 1974, California, Berkeley; Reg. Architect, Massachusetts.

Philip H. Dole, M.S., Professor (design, settlement patterns, vernacular). B.Arch., 1949, Harvard; M.S., 1954, Columbia; Reg. Architect, New York.

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). B.Arch., 1964, Washington; M.Arch., 1968, California, Berkeley; Reg. Architect, Oregon; Member, American Institute of Architects.

Donald Genasci, M.A., Associate Professor (history and theory, urban design). B.Arch., 1963, Oregon; Dipl. in Urban Design, 1965, Architecture Association; M.A., 1974, Essex; Reg. Architect, NCARB and England (ARCUK).

Wilmot G. Gilland, M.F.A., Professor (design procedure, creative process, form-context systems); Dean, Architecture and Allied Arts. A.B., 1955, M.F.A., 1960, Princeton; Reg. Architect, California, Oregon; Member, American Institute of Architects.

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., Professor (design, preservation, history of furniture). B.A., 1961, M.A., 1964, Washington State; I.D.E.C. membership.

Rosaria Flores Hodgdon, Dott. Arch., Associate Professor (urban design, urban architecture, cultural context in architecture). Dott. Arch., 1946, University of Naples; Reg. Architect, Massachusetts.

George M. Hodge, Jr., M.S., Professor (reinforced concrete construction, prestressed concrete and earthquake design); Associate Dean. 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). 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); 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). 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.

Michael R. Pease, B.Arch., Associate Professor (design, graphics, theory). B.Arch., 1969, California, Berkeley; Reg. Architect, Colorado.

Donald L. Peting, M.Arch., Associate Professor (design, structures, historic preservation and technology). 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). 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). 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). B.Arch., 1962, Illinois; M.Arch., 1967, Massachusetts Institute of Technology; Reg. Architect, Oregon, Massachusetts.

Charles W. Rusch, M.Arch., Professor (cognition, visual thinking, behavioral factors). 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). 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). 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). B.Arch., 1969, Texas; M.Ev.D., 1971, Yale; Reg. Architect, Oregon.

Adjunct

Janice C. Coleman, B.I.Arch., Adjunct Assistant Professor. B.I.Arch., 1974, 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.

Barbara-Jo Novitski, M.Arch., Research Associate, Adjunct Instructor (climate and energy considerations in design, computer graphics). B.A., 1970, California, Santa Cruz; M.Arch., 1978, 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.

Emeriti

George F. Andrews, B.S., Professor Emeritus. B.S., 1941, Michigan; Reg. Architect, Oregon.

Robert R. Ferens, M.Arch., Professor Emeritus. Cert. Arch., 1941, B.Arch., 1942, Pratt Institute; M.Arch., 1948, Massachusetts Institute of Technology; Reg. Architect, Nigeria; Member, Nigerian Institute of Architects.

Brownell Frasier, B.A., Associate Professor Emerita. B.A., 1921, Oregon.

Philip C. Gilmore, M.F.A., Associate Professor Emeritus. B.Arch., 1948, M.F.A., 1956, Oregon; Reg. Architect, Oregon.

Wallace Hayden, B.Arch., Professor Emeritus. B.Arch., 1928, Oregon; Reg. Architect, Oregon.

Guest Lecturers and Critics. The Department of Architecture has an extensive program of visiting lecturers and critics who are brought to the school from throughout the country and the world each year.

Summer Architecture Academy. The University's Summer Architecture Academy offers prospective students a chance to learn about the field in an intensive six-week experience. Workshops, lectures, demonstrations, and field trips complement daily studio work.

Professional training in architecture, interior architecture, and landscape architecture requires a large commitment of time, energy, and money, so the decision to enter a degree program should be made carefully. The academy is an excellent means of acquiring both information and experience to make a sound decision.

Information about the Summer Architecture Academy may be obtained by phoning (503) 686-3656 or by writing to the Summer Architecture Academy, School of Architecture and Allied Arts, University of Oregon, Eugene, Oregon 97403.

The Study of Architecture

Preparation. Architecture is an inclusive art and students should prepare themselves in the following fields:

1. social science
2. natural sciences
3. humanities
4. fine arts

Because architectural students must be able to read, write, and think clearly about as well as formulate abstract concepts, preparation should also include literature and writing courses, courses and readings in philosophy, history, 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.

Architectural Education. The purpose of studying architecture is to make alterations in our surroundings that will enhance our experience of life. Within this broad purpose, architectural study and practice begins with the task of providing shelter and environmental protection for activities. Because the objects we make are always symbols of our culture, architecture, as an art, attempts to go beyond the basic provision of shelter to the creation of forms that are inspiring, uplifting, and life enhancing.

The Department of Architecture includes the Interior Architecture Program (see that section of this catalog). 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 modes. Advanced students often work together in courses and as collaborators with faculty members in research investigations through independent study courses.

Careers. Although most students prepare for professional registration and apprenticeship with practicing architects, others go into such areas as community and neighborhood planning work; governmental agencies concerned with environmental policy information, urban planning, programming, design and implementation; and construction and sales in the building industry.

Internship and Licensure. In the United States, the title Architect is legally restricted to use by individuals licensed by each state; individual state governments license architects using guidelines established by the National Council of Architectural Registration Board (NCARB). NCARB guidelines for license examination eligibility and the NCARB examination are used uniformly by most states. Before taking the examination, an applicant must have three years of professional experience under a registered architect. Some states, such as Oregon, require participation in an Intern Development Program in preparing for licensure. Employment in the field is subject to fluctuations caused by economic conditions in the building and financial sectors.

Curriculum for the Study of Architecture

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 design 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).

Undergraduate Admission

Interest in the program exceeds the capacity of the department. Approximately equal numbers of freshman and transfer (including change-of-major) applicants are admitted to the first year of the B.Arch. program each year. A smaller number of applicants from other NAAB-accredited or -recognized feeder programs are admitted as advanced transfers. Prospective students should request application packets during the fall prior to the fall term in which they want to enter the program. Later requests may jeopardize the 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, or breadth of general knowledge. Students are expected to submit specific materials supporting each of these attributes (academic records, an essay, recommendations, and a portfolio of creative work). Potential applicants should write to Architecture Admissions, School of Architecture and Allied Arts, University of Oregon, Eugene, Oregon 97403.

All accepted applicants must be academically secure. To be considered, freshman applicants must have grades and scores that meet at least four of the following five indices:

1. High school grade point average (GPA)—3.00
2. Test of Standard Written English (TSWE)—38
3. Verbal Scholastic Aptitude Test (SAT)—400
4. Mathematical SAT—450
5. Total SAT—950

In addition, students whose first language is not English must score at least 550 on the Test of English as a Foreign Language (TOEFL). 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 application to the architecture program is January 15 (see Application Deadlines in the Admissions and Records section of this catalog). The deadline for completion of the departmental application is February 15. All applicants must meet both deadlines. Students receive notices concerning their applications after April 1.

Residence Requirements. For transfers to receive the B.Arch. or M.Arch. degree from the University, the following minimum course work must be taken in residence:

1. Design Area: four terms of architectural design including ARCH 481, 482.
2. Architecture Subject Area: 30 credits.
3. General Electives: 12 upper-division credits selected from courses offered outside the School of Architecture and Allied Arts (B.Arch. only).

Leave of Absence. Both undergraduate and graduate students may interrupt their courses

of study for various reasons. In order for the department to plan for maximum use of resources and to avoid the stress of overenrollment, students should notify the department of any leave of absence and the expected date of return. A leave of absence form is available in the department office. Returning students must notify the department of their expected date of return at least two terms before returning in order to be guaranteed access to design studio during the academic year of their return. Students may renew their leave of absence status, accumulating up to 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 wanting to return after a five-year period must reapply for admission to the program.

Foreign Study

Exchange Programs. Each year, a small number of Oregon students exchange places with students in the architecture programs of the Universities of Liverpool, England, and Stuttgart, Germany. Eligible students are undergraduate majors in their third year and professional-degree graduate students who will have a full year of study remaining after the exchange year. Selections are made each winter term for the following academic year.

Danish International Studies Program.

Approximately ten architecture and several interior architecture students per year participate in this program, which has summer, fall, and academic-year options in Copenhagen. Credits are automatically transferred to the University, and financial aid is available.

Studio Abroad Program. According to interest and opportunity, University architecture faculty members lead programs in various foreign locations. Studios have been offered in Greece, Japan, London, Rome, and Vancouver, British Columbia.

Urban Summer. Each year a studio is located in a west coast urban area; previous studios have been in Seattle, Portland, Oakland, and San Francisco.

Undergraduate Studies

Potential applicants who have a prior four-year undergraduate degree in any field must apply to the graduate program (see Graduate Admission, below). The Bachelor of Architecture (B.Arch.) program and a minor in architecture comprise the undergraduate programs in architecture.

Bachelor of Architecture: 220 credits

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 below, 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.

General University Requirements: 45 credits.

Group requirements (36 credits), English composition (6 credits), health (3 credits). **Note:** Architecture majors are required to take, as part of the group requirements, General Physics (PH 201, 202) and Survey of the Visual Arts (ARH 201) or equivalents.

Major Program Requirements: 175 credits. See Professional Curriculum, below.

Minor Requirements

The Department of Architecture offers a minor in architecture, subject to the following restrictions:

1. Before taking any course work, a student must notify the department head of intent to seek a minor. The minor will be granted on completion of the requirements in effect at the date of the notice of intent.
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses on a first-come, first-served basis only after the needs of majors have been met.
3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admittance to a minor program until space becomes available.
4. Courses required for minors are open to other University students by instructor's consent.
5. A C or better must be earned in graded courses, or Pass in P/N courses.

Course Requirements 31 credits

Five of eight introductory subject-area courses, 2 credits each, to be chosen from a department-approved list of ARCH 410 fundamental courses 10
Three additional courses from any one of the eight subject areas 9
Survey of the Visual Arts: Spatial Arts (ARH 201) 3
Three additional upper-division architectural history courses from the Department of Art History 9

Graduate Studies

There are three programs of graduate study in architecture: Option I, II, and III. In all three programs, students must take 45 graduate credits, of which 30 must be in the major and 9 must be at the 500 level. Additional requirements for each option are listed below.

The Option I program leads to the Master of Architecture (M.Arch) as a postprofessional degree. This program normally takes from four to six terms and includes up to ten new students each year. Applicants must have a professional degree in architecture.

Options II and III lead to the M.Arch. as a professional degree. Students in these programs have access to the basic professional curriculum and all graduate-level courses in the department. The Option II program, which normally takes six or seven terms, is for students who have a four-year nonprofessional degree in architecture or environmental design. The Option III program is completed in ten terms, and applicants must have a B.A. or B.S. degree upon entering. Each year the Option II program admits approximately fifteen new students and the Option III program thirty.

Graduate Admission

Prospective students may receive a detailed description of the graduate program and a graduate application packet by writing directly to the Graduate Secretary, Department of Architecture. The packet describes all submission requirements (academic records, statement of intent, recommendations, and a portfolio of creative work). Applications should be postmarked by February 1, prior to the fall term of admission. Notices of decisions on applications are mailed after April 1. Those students with some architectural education (Option I or II) may want to request Graduate Teaching Fellow application forms.

Option I applications may be submitted at any time, but Option I graduate students ordinarily begin their work in the fall term.

For departmental residence requirements and policy regarding leave of absence, see Undergraduate Admission, above.

Professional Degree Programs: M.Arch.

Option II and III students must complete the professional curriculum with 64 credits in design and 75 credits in subject area courses. The architecture graduate programs do not have a graded credit requirement.

Graduate students must also take 45 graduate credits for the master's degree, 30 of which must be in the major, and 9 of which must be at the 500 level.

Normally, Option II can be completed in six terms (two academic years) and Option III in ten terms (three and one-third academic years).

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 (GTFs) are available to particularly well-qualified graduate students. These are usually awarded to second-year Option I and II students.

For Option II, the minimum residency requirement is six terms. Transfer credit may be given to students for prior academic experience in an accredited architecture program. Additional courses may be required when previous work has been evaluated by the department as not comparable.

Option II and III students may substitute (at their adviser's discretion) other appropriate courses (such as Basic Design or Environmental Design) for up to 6 of the required 64 credits in design.

Further, Option II students must complete the following requirements:

1. 9 credits in seminars.
2. 6 credits in ARCH 501 research, which may include independent technical study or instructor-directed research.
3. A departmental terminal project (design or research).
4. Residence requirements in the Design and Subject Areas (see Residence Requirements, above).

Postprofessional Program: M.Arch

Option I. The Option I program should be understood as an opportunity beyond that normally offered by five-year professional-degree architectural programs. It offers the

study of significant architectural subjects related to faculty expertise in the following:

1. 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).

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.

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.

Professional Curriculum

The professional curriculum is composed of three elements: architectural design, architectural subjects, and general electives.

Architectural Design: 60 credits

(course numbers ending in 80-87)

The architectural design studio and its activities are the heart of architectural education. It is the end toward which all other course work is aimed. The student is expected to make studied responses to a range of real and important considerations. These responses are to be hierarchically integrated into a well-resolved architectural entity that expresses intent and meaning.

In the first studios, emphasis is on developing the skills necessary to use appropriately the design tools of the field. In later studios, emphasis shifts to mastery of project content. In the last two studios, the complete integration of both skill and content is emphasized.

The design studio is a social, interactive work place. Students are expected to work cooperatively on the common elements of a project. All are expected to take advantage of the intellectual and critical context provided by their colleagues.

Design credit is earned only through participation in design studio. Up to 6 credits of landscape architecture or interior architecture design studio (LA 389, 489, 589; IARC 388, 486, 487) may be used to satisfy the 60-credit design requirement.

Introductory Architectural Design Studios

Architectural Design (ARCH 181, 182), two-term studio for undergraduate majors only.

Graduate Architectural Design: Option III (ARCH 581, 582), two-term studio for Option III graduate students only.

Graduate Architectural Design: Option II (ARCH 585), for Option III graduate students only.

Intermediate Architectural Design Studios

Intermediate Architectural Design (ARCH 281, 282), two-term studio for B.Arch. students only.

Architectural Design Studios

Architectural Design (ARCH 380), repeatable for credit, for professional degree students.

Advanced Architectural Design Studios

Advanced Architectural Design (ARCH 481G, 482G), two-term studio for professional degree students.

Architectural Subjects: 75 credits

The architectural subject areas are closely coordinated with the design area, both theoretically and operationally. The subject areas increase knowledge and skill development in architectural design, while the design studio focuses on design activities. The four architectural subjects are (a) general architecture, (b) architectural design skills, (c) architectural design content, and (d) the context of the architectural profession. A core curriculum, required of all majors, includes 22 credits in fundamental courses and 33 credits in intermediate-level breadth-satisfying courses. The breadth requirement is satisfied by one approved course in each subarea except architectural history, in which three upper-division courses are required. The architecture curriculum is currently being revised. A list of fundamental and breadth-satisfying courses, including those in other departments of the School of Architecture and Allied Arts, is available in the architecture department office.

General Architecture (course numbers ending in 01-09)

Survey courses introducing the range of considerations and issues in architecture.

Architectural Design Skills

Architectural design requires proficiency in a range of skills for documenting, probing, analyzing, organizing, testing, synthesizing, and presenting. These skills and tools include observation and projected drawing, model making and programming, as well as methodologies for comprehensive design development, research, and postoccupancy evaluation.

DESIGN PROCESS, METHODS, AND RESEARCH (course numbers ending in 10-15)

Techniques for gathering and organizing information, defining problems and opportunities, and achieving inclusive design development. This area includes the study of established research methodologies.

Breadth courses: Design Process and Method (ARCH 311), Seminar: Programming (ARCH 407G), Experimental Course: Microcomputers in Design (ARCH 410G), Research Methods (ARCH 411G).

MEDIA FOR DESIGN DEVELOPMENT (course numbers ending in 16-25)

Study of architectural media used in design development. Courses focus on theory and application, ranging from introductory to advanced.

Breadth courses: Descriptive Geometry (ARCH 316), Media for Design Development (ARCH 320), Advanced Design Development Media (ARCH 420G).

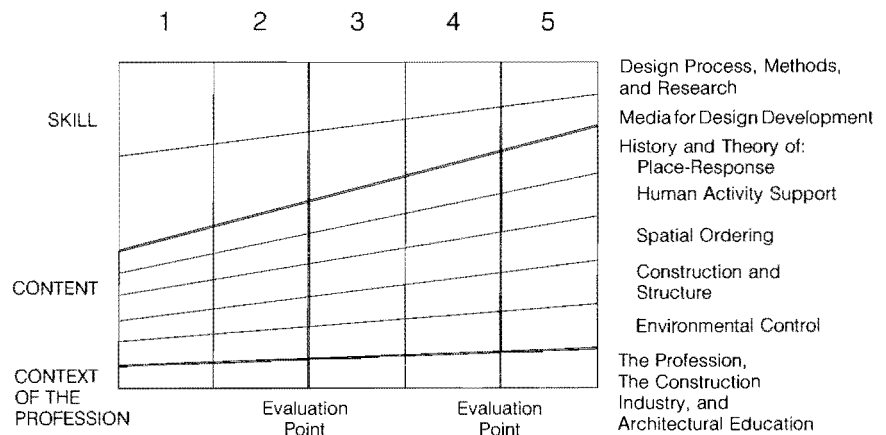
Architectural Design Content

The field of architecture is diverse in content. The integration of many categories of knowledge is crucial to successful architecture. Subject-area courses are organized in the following categories as a means of helping students understand the general structure of the field.

HISTORY AND THEORY OF PLACE-RESPONSE (course numbers ending in 30-39)

The understanding of and response to a specific place, the achievement of particularity, orientation, appropriateness, and continuity. The recording, study, and analysis of meaningful places and how they are created.

The chart below diagrams the major content areas of our curriculum and their relationships from the first to the fifth year of the program. Program emphasis shifts from skill acquisition in the early years to emphasis on content for design in the later years.



Breadth courses: Understanding Landscapes (LA 260), Site Planning (LA 360), Critical Issues in the Urban Environment (ARCH 439G).

HISTORY AND THEORY OF HUMAN ACTIVITY SUPPORT (course numbers ending in 40-49)

Accommodating the activities that are made explicit by building programs and the needs and desires of first users. Creating additional spatial opportunities to ensure continued usefulness over time.

Breadth courses: Social and Behavioral Factors in Design (ARCH 443), Essential Considerations in Architecture and Design Synthesis (ARCH 451G).

HISTORY AND THEORY OF SPATIAL ORDERING (course numbers ending in 50-59)

Exploring space and enclosure by study of historic principle and imagery to achieve new place designs that are precise, clear, and vital.

Breadth courses: Architecture as Form (ARCH 455), Spatial Composition and Dynamics (ARCH 456), Types and Typology (ARCH 458).

HISTORY AND THEORY OF CONSTRUCTION AND STRUCTURE (structure course numbers ending in 60-69, construction numbers in 70-79)

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 those of structural form to the specific numerical calculations of elements and connections.

Breadth courses: Introduction to Structures (ARCH 356, 366, 367), Materials and Processes of Construction (ARCH 370, 371), Construction Communications (ARCH 478).

HISTORY AND THEORY OF ENVIRONMENTAL CONTROL (course numbers ending in 90-99)

Study of the effects of climate on people and the need for tempered enclosure and life-support systems in buildings. Systems of heating, cooling, lighting, water and air supply, waste removal, and power are studied as organizational elements of building design.

Breadth courses: Environmental Control Systems (ARCH 391, 392, 393).

HISTORY OF ARCHITECTURE

The study of architectural developments through time. Majors are expected to acquire an overview of architectural history from prehistory to the present and in-depth knowledge of one or more periods. Architectural history courses are taught by the Department of Art History.

Breadth courses: any three ARH courses in architectural history.

Context of the Architectural Profession (course numbers ending in 26-29)

The practice of architecture exists within a broad societal context. Architecture as a profession is considered in relation to its history and meaning; innovative frameworks for practice are studied in relation to legal and business aspects of the professions as well as an understanding of the evolving construction industry.

Breadth course: Architectural Practice (ARCH 429G).

Special Courses. In addition to courses in the three major curricular areas, up to 9 credits in the following open-ended courses may be approved by the Department of Architecture faculty as satisfying subject or elective areas of study: Research (ARCH 401, 501), Thesis (ARCH 403, 503), Reading and Conference (ARCH 405, 505), Special Problems (ARCH 406, 506), Seminar (ARCH 407, 507), Workshop (ARCH 408), Practicum (ARCH 409), Experimental Course (ARCH 410).

General Electives: 40 credits

The general elective component of the professional curriculum enables the undergraduate major to maintain interest in general subject areas beyond the University group requirements. To ensure that students continue liberal studies beyond the introductory level, B.Arch. students must complete 12 credits of upper-division general electives in academic subjects (exclusive of service and performance courses) outside the School of Architecture and Allied Arts.

Courses in Architecture (ARCH)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 Skills and Content in Design (3) Introduction to basic areas of environmental design, design processes, and design-development media.

102 Essential Considerations in Architecture (3) 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.

181, 182 Architectural Design (6,6) Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Students develop techniques of problem formulation and sound bases for design judgments; understanding basic design theory is stressed. P/N courses; majors only.

199 Special Studies (1-3)

200 SEARCH (1-3)

224 Introduction to Design Development Media (3) Use of basic media types within the media families: drawings, models, pictures, and words. Media types 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.

265 Fundamentals of Structure Systems (3) 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.

281, 282 Intermediate Architectural Design (6,6) Studio projects of appropriate size and content for second-year students, integration of issues of context, activity support, materials' construction, structure, controlled environment. Continued development of skills in media, research, and design process. Schematic concept formation and subsequent development beyond diagrammatic understandings. Prereq: ARCH 181, 182. P/N course; majors only.

Upper-Division Courses

311 Design Process and Method (3) Introduction to concepts of environmental design strategies and tactics. Relationships between theory and practice in traditional and emerging methods of design decision making. Prereq: ARCH 181, 182. P/N only.

316 Descriptive Geometry (3) Proof and application of the theorems of descriptive geometry including fundamental views of orthographic projection, intersections, developments, shades and shadows, flat and cylindrical picture plane perspective projection. Prereq: ARCH 181, 182.

320 Media for Design Development (3R) Specific media types useful in stages of design development: beginnings, contextual analysis, project components, appropriate organizational structure, testing design proposals. Subjects vary from term to term. Prereq: Experimental Course: Fundamentals of Media (ARCH 410), instructor's consent.

365 Introduction to Structures (4) Development of the basic understanding of the behavior of structural elements and framed systems, study of force systems using analytic and graphic methods, strength of materials. Prereq: PH 201, 202.

366 Theory of Structures I (4) Application of mathematics and mechanics to the design of steel and wood building structures. Analysis of simple elements, connections, and systems; the relation of structural design to architectural design. Prereq: ARCH 365.

367 Theory of Structures I (1 or 6) 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 credits, 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 required. Students receive advice and criticism from practicing professionals during the progress of the project and in the review. Prereq: ARCH 366.

368, 369 Structure Systems (3,3) Behavior of structure systems and their influence on architectural space and form; nonmathematical; creative development of structure concepts through model construction and observation of natural and built structures; evolution, the inherent order, transformation of physical structure. Prereq: ARCH 365.

370, 371 Materials and Processes of Construction (3,3) 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; historic and contemporary examples; properties of materials. Prereq: ARCH 265 or 365.

378 Design Integration and Communication (5) 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. Prereq: 24 credits in design.

379 Design Integration and Communication Lecture (2) Study of the works of a recognized architect, relating them to his or her 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.

380 Architectural Design (6) 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. Prereq: ARCH 281, 282. P/N course; majors only.

391, 392 Environmental Control Systems (4,4) 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. Prereq: working knowledge of algebra, trigonometry, and basic physics. Open to nonmajors.

393 Environmental Control Systems (4) Further investigation of ARCH 391, 392 subject matter through the design of the control systems. Prereq: ARCH 391, 392.

Note: The sequence Arch 391, 392, 393 is offered every other year. Advanced ECS courses such as climate analysis and design, daylighting, solar heating, acoustics, electric lighting, electricity distribution, and HVAC systems are offered in the alternate years.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr) Student may propose studies in design or subject areas. Faculty approval required. P/N only.

405 Reading and Conference (Arr)

406 (G) Special Problems (Arr)

407 (G) Seminar (Arr) A variety of seminars are offered 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.

408 (G) Workshop (Arr)

409 (G) Practicum (Arr) In-office experience with participating local architectural and engineering firms for selected advanced students without prior office experience. Includes discussions on professional practice and field trips. Cannot be taken the same term as ARCH 380 or 481. P/N only.

410 (G) Experimental Course (Arr)

411 (G) Research Methods (3) Introduction to research methodology, with special emphasis on problems in environmental research. P/N only.

412 (G) Structural Planning (3) Introduction to structural planning, design, and comprehensive evaluation of building design through consideration of related disciplines. The study of operations-research techniques. Prereq: ARCH 365, 366, 367.

414 (G) Architectural Education (3) Methodologies in architectural education; examination of existing curricula and new opportunities for curricular development. P/N only.

420 (G) Advanced Design Development Media (3) 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. Prereq: 9 credits in architectural media.

421 (G) Analysis through Recording of Historic Buildings (4) Field surveys and laboratory techniques including field notes, measurements, photography, photogrammetry, written descriptions, and development of finished drawings. Analysis of historic drawings, photography, and descriptions as to their original purposes and appropriate interpretations in contemporary historic restoration. Field and laboratory work. Prereq: courses in media, structure, design; advanced graduate status. Open to historic preservation majors. Not offered every year.

429 (G) Architectural Practice (3) 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.

431, 432, 433 (G) Settlement Patterns (3,3,3) The three-dimensional structuring of settlements and cities as human responses to physical context, cultural forces, and changing opportunities. The implication of ideal models and utopian concepts and the realization of place in the vernacular.

434 (G) Ecological Implications in Design (3) Study of interrelationships: nonhuman and human environments; tangible and nontangible systems and consequent social orders. Speculation concerning viable alternatives for the architectural designer.

438 (G) Climate Analysis for Design (3) Lectures and problems in climate analysis for design, as related to buildings and to comfort. Prereq: ARCH 391, 392 and instructor's consent.

439 (G) Critical Issues in the Urban Environment (3) 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.

443 (G) Social and Behavioral Factors in Design (3) Patterns of people's interactions with the physical settings of everyday activities. 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. Prereq: ARCH 181, 182.

451 (G) Essential Considerations in Architecture and Design Synthesis (3) Actions that underlie the appropriate structuring and development of built places for human use and habitation. Emphasis on detailed analysis of case studies at different scales and on implications for design process and use of design-development media.

453 (G) Architectural Precedents and Principles (3) 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. Prereq: instructor's consent.

455 (G) Architecture as Form (3) 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.

456 (G) Spatial Composition and Dynamics (3) 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. Prereq: 12 credits of ARCH 380.

458 (G) Types and Typology (3) 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. Prereq: 30 credits in architectural design.

462 (G) Seismic Study (3) Interaction of earthquakes and buildings, how loads are applied and distributed through a structure, and influence of a building's configuration on its response to earthquake loads. Calculations limited to static approximation of dynamic loads on buildings with conventional shapes and structural systems. Qualitative analysis of models. Prereq: ARCH 367.

465, 466, 467 (G) Theory of Structures II (3,3,3) The theory, design, communication, and construction processes of reinforced-concrete building systems. Prestressed-concrete design principles, effects of wind and seismic forces on structures. Prereq: ARCH 366, 367.

474 (G) Preservation and Restoration Technology (3) The materials, structural systems, buildings and their elements produced by historical technologies and tools studied in terms of their evolution; chronological and stylistic context; deterioration and repair. 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. Prereq: courses in structure, construction, architectural history, and design; graduate or advanced standing. Open to historic preservation majors.

475 (G) Preservation Technology: Masonry (3) History and preservation of traditional masonry construction; emphasis on the 19th and early 20th centuries. Covers brick, terra cotta, and dimension stone. Prereq: instructor's consent.

477, 479 (G) Construction Communications (3,3) 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. Prereq: six terms of design; ARCH 371, 372 recommended.

478 Construction Communications (4) Information required for communication of the construction processes in building. Methods and techniques of working drawings. Prereq: six terms of design; ARCH 371, 372 recommended.

481, 482 (G) Advanced Architectural Design (6,6) In-depth work on complex design projects and design development beyond that normally possible in less advanced studios. Prereq: 42 credits of architectural design. P/N course; majors only.

491 (G) Solar Heating (3) 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. Prereq: ARCH 391, 392 and instructor's consent.

493 (G) Passive Cooling (3) 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. Prereq: ARCH 391, 392 and instructor's consent.

Graduate Courses

501 Research (Arr)

503 Thesis (Arr)

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr) Recent seminar topics include graduate structural planning, architectural theory, studies in preservation technology, daylighting in architecture, passive cooling, and the urban building.

510 Experimental Course (Arr)

531 Case Studies in Historic Places and Buildings (3R) Projects, aspects of buildings, and larger groups of buildings; adaptation, preservation, and restoration of historic structures. Prereq: graduate or advanced standing. Open to historic preservation majors.

552 The Urban Building (3) 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. Prereq: ARCH 439.

565, 566, 567 Theory of Structures III (4,4,4) Advanced studies in structural-design methodology and criteria; intensive coverage of theoretical analysis; design and evaluation of structural systems. Prereq: ARCH 465, 466, 467.

581, 582 Graduate Architectural Design: Option III (6,6) 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 graphic and visual thinking capabilities in architectural design. P/N course; majors only.

585 Graduate Architectural Design: Option II (6R) Designed to expand the student's perception of comprehensiveness in architectural design. Studio projects require comprehensive and integrative study. Design as exploration of fundamental theoretical idea. P/N course; majors only.

592 Daylighting (3) Daylighting for buildings; numerical, graphic, and model predictive techniques; field measurements; case histories to illustrate contemporary and historical uses of daylighting. Prereq: ARCH 391, 392 and instructor's consent.

Art Education

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Nancy R. Smith, Department Head

Faculty

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 (curriculum, ethnographic research, cultural services, mass media criticism). B.A., 1964, Fresno State; M.S., 1972, Ph.D., 1975, Oregon.

Linda F. Ettinger, Ph.D., Assistant Professor (elementary education, computer applications, descriptive research). B.F.A., 1970, Southwest Missouri State; M.S., 1973, Illinois State; Ph.D., 1983, 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.

Nancy R. Smith, Ed.D., Associate Professor (child development, symbolization). B.A., M.A., 1958, Bennington; Ed.D., 1972, Harvard.

Emeriti

Thomas O. Ballinger, M.A., Professor Emeritus (cross-cultural art, Nepalese art, African art). B.A., 1949, M.A., 1951, New Mexico.

Jane Gehring, M.S., Associate Professor Emerita (methods and curriculum, textiles). B.S., 1940, Michigan State Teachers; M.S., 1960, Oregon.

Gordon L. Kenster, 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.

Art education addresses the informational and emotional impact of the visual arts on the quality of life of both adults and children. The influences of the fine, popular, and folk arts, the mass media, the built environment, and industrially designed objects are considered. These visual arts are viewed as part of a fundamental symbol system, like language, essential for individual and societal understanding of reality.

The undergraduate, master's, and doctoral programs are built on the premise that visual art education should provide the knowledge, skills, and attitudes necessary for people to become responsible citizens, aware of the interactions of visual, aesthetic, and social aspects of cultures. It is essential to become aware of visual images impinging on daily life and to interpret and evaluate their effect on society. The ability of citizens to use and understand visual symbolization in daily problem solving is crucial.

As in the study of other symbol systems, the interaction between artist-designer and viewer, the structure of the message, and its sociohistorical context are considered. The way the message is formulated, transmitted, and received depends upon cognitive and affective development as well as the sociohistorical context of the interaction. In order to understand the individual functions and contextual interactions involved in this process, the visual arts are examined using information derived from psychology and other social sciences.

The department prepares educators to work effectively in diverse settings on the social as well as the productive aspects of art, to conduct research to further the understanding of art, and to determine strategies for teaching art.

Preparation. High school students who want to become art teachers should take University prerequisites as well as art courses. 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.

Elementary School Teaching

For certification to teach in elementary school in Oregon, two courses are required in art education. This requirement is fulfilled by Art in the Elementary School (ART 322) and either Methods and Curriculum in Elementary School Art (ARE 323) or Methods and Research Materials: Art in Elementary Schools (ARE 411).

Major Requirements

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 credits 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 also consult the art 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: Secondary 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 (CI 445), or Education in Anthropological Perspective (CI 471).

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 credits in studio art courses in the Department of Fine and Applied Arts, including basic design, ceramics, sculpture, weaving, and graphics (2 credits each); printmaking (3 credits); and drawing and painting (4 credits each);
- 26 credits in art education, including Art in the Elementary School (ART 322), Introduction to Art Education (ARE 324), 9 credits in Practicum (ARE 409), Experimental Course: Alternatives to Public School Teaching (ARE 410), The Role of Art Criticism in Art Education (ARE 415), and other courses as specified;
- 9 credits in art history (any combination of courses numbered ARH 201-209);
- 23 credits of electives in the School of Architecture and Allied Arts;
- 15 credits elected from the College of Business Administration, the College of Education, and the Department of Planning, Public Policy and Management;
- 9 credits in performing arts, including at least one course each in music, drama, and dance;
- For the B.A. degree only, an additional 9 credits 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. Departmental 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.) degrees in art education with specializations in public school teaching, computer applications, environmental design, exceptional children, and cultural services. 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 credits of required course work for the M.S. or M.A. degree in art education, 30 credits must be taken in residence. Of the 45 credits, 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 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 credits in Research (ARE 501) or Reading and Conference (ARE 505) may be taken in addition to the required 3-credit Master's Degree Project (ARE 509).

Standard Certification

The department offers students who already have a baccalaureate degree a nondegree program leading to a standard certificate for teaching art. The 45-credit program includes renewal of the basic certificate and ends with standard certification. The program may be completed during the academic year or during three summer sessions. Requirements for meeting standard certification may be combined with work for a master's degree in a program totaling 54 credits.

Doctoral Programs

The Doctor of Philosophy (Ph.D.) and Doctor of Education (D.Ed.) degrees in art education are three-year postbaccalaureate programs. They are administered by the art education department, and the degrees are granted by the Division of Teacher Education in the College of Education.

A cohesive program that relates to the student's professional goals is developed with an adviser and a doctoral committee. Professional goals

may include college and university teacher education and research, art administration supervision, and other relevant areas.

Students may develop supporting areas in fine arts; environmental design; art history; elementary, secondary, or higher education; psychology; computer applications; electronic and film media; and other disciplines.

All students must meet 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 are 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 in Art Education (ARE)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit
Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

ART 320 Art in the Schools (2) Transition from university art studio practices to public school teaching of art. Organizing, designing, and analyzing art experiences, activities, and classroom environments. Prereq: 30 credits of studio art. Not offered every year.

ART 322 Art in the Elementary School (2) Introduction to basic skills in the art of seeing, drawing, designing. Experience with a variety of art materials in two and three dimensions, appropriate to the elementary school. Theories of child development in art.

323 Methods and Curriculum in Elementary School Art (3) Teaching strategies and curriculum design for elementary art instruction. Theory and planning focuses on the built environment, art and culture, and art criticism. Prereq: ART 322.

324 Introduction to Art Education (3) Designed to provide the student with a fundamental knowledge for teaching art, including history of and current trends in art education and psychological and sociological foundations.

325 Children's Art Laboratory (3) Work with children in a supervised art laboratory; designed for students preparing to teach art at both the elementary and secondary levels. Open to nonmajors. Not offered every year.

326 Methods and Curriculum in Elementary and Secondary School Art (4) Special methods and curriculum design in the teaching of art. Examination of teaching methodology and theory relative to public school philosophy. Prereq: ARE 320, 324, 409, and instructor's consent.

331 Art in Community Services (3) Organization of visual arts programs for community agencies. Planning art experiences appropriate for diverse social and individual needs. Not offered every year.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

405 Reading and Conference (Arr)

406 Special Problems (Arr)

407 (G) Seminar (Arr) Recent topics are Art in Society, Teaching Environmental Design, Advanced Research Methodology, Advanced Foundations, and Student Teaching.

408 (G) Workshop (Arr)

409 (G) Practicum (Arr)

410 (G) Experimental Course (Arr) Current topics are Alternatives to Public School Teaching, Literature of Art Education, Women and Their Art, Understanding Today's Artists, Child Development and Art, and Computers in Art Education.

411 (G) Methods and Research Materials: Art in Elementary Schools (3) Significant literature and research in the field; laboratory investigation of materials, ideas, and methods currently used in elementary schools. Prereq: ART 322 or elementary classroom teaching experience and instructor's consent.

415 (G) The Role of Art Criticism in Art Education (3) Critical theories and the aesthetic theories on which they are based. Methods of using this theoretical information in practical teaching settings.

SEED 417 Student Teaching (5-15R) Student teaching of art in the public schools. For further information see Teacher Education section of this catalog. Prereq: art education departmental permission.

430 (G) Art for the Exceptional Student (3) 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.

432 (G) Preprimary Art (3) 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 every year.

492 (G) Teaching Art History in Secondary School (3) Critical examination of problems in teaching art history in public schools. Investigation of traditional and alternative teaching strategies using a variety of visual media. Prereq: 9 credits of art history. Not offered every year.

495 (G) Newer Media in Art Education (3) Investigation of the implications of new technologies and communication media for the teaching of art.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr) Recent topics are Issues in Art Education, Advanced Foundations, and Advanced Research Methodology.

509 Master's Degree Project (Arr)

510 Experimental Course (Arr)

512 Research Methodology in Art Education (3) 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 of research reports. Not offered every year.

520 Foundations of Art Education I (3) History of American art education. Philosophical concepts that have influenced the theory and practice of teaching art.

521 Foundations of Art Education II (3) Social and behavioral aspects of individual and group differences in the production of art and learning about art as a basis for education in the visual arts. Not offered every year.

532 Supervision of Children's Art Laboratory (3) Opportunity for work with children in a planned laboratory situation; responsibility for program design and supervision of children's art activities. Prereq: teaching experience and instructor's consent. Not offered every year.

566 Curriculum Development in Art Education (3) Curriculum development in the visual arts in terms of individual and subcultural differences among students. Prereq: ARE 521 or equivalent and instructor's consent. Not offered every year.

Art History

240 Lawrence Hall

Telephone 686-3675

Esther Jacobson, Department Head

Faculty

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., Professor (Asian art, Scytho-Siberian 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.

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.

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.

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.

Emeriti

Marian Card Donnelly, Ph.D., Professor Emerita (history of architecture, Scandinavian art). B.A., 1946, A.M., 1948, Oberlin; Ph.D., 1956, Yale.

Marion D. Ross, M.Arch., Professor Emerita (history of architecture, Latin American art). B.S., 1935, Pennsylvania State; M.Arch., 1937, Harvard; Reg. Architect, 1946, Louisiana.

Participating

Arthur W. Hawn, M.A., Professor of Architecture (history of interior architecture).

Kenneth I. Helphand, M.L.A., Associate Professor of Landscape Architecture (history of landscape architecture).

Richard Paulin, M.A., Assistant Professor (museum training); Director, Museum of Art. A.B., 1951, De Pauw; M.A., 1958, Denver.

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 courses for undergraduates designed to introduce large traditions, courses focused on specific topics which allow small classes and discussion format, and courses intended for upper-division undergraduates and graduate students. In addition, the department offers both undergraduate and graduate majors special seminars on methodology.

Preparation. Students expecting to transfer to the art history program from two-year colleges should include in their program the 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.

Careers. The undergraduate program in art history leads to opportunities in the business world, art museums, and galleries. Students with graduate degrees in art history are also eligible for opportunities in teaching at all levels. The department provides its students career advising; information on career, internship, and fellowship opportunities; and regularly updated information on graduate programs.

Financial Assistance

For undergraduate and graduate majors, the department offers a 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.

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).

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 credits.

History of Western Art (ARH 204-206), 9 credits. Fulfills Arts and Letters requirements.

History of Oriental Art (ARH 207 or 208 or 209), 3 credits. Fulfills Arts and Letters requirements.

Two years of French or German or another approved language, 24 credits.

Advanced language, a second language, or literature, 12 credits.

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 credits.

Critical Approaches to Art Historical Study (ARH 300), 3 credits.

Upper-division art history electives including at least 3 credits in each of two major areas not covered in the sequences, 15 credits.

Majors are asked to take at least 3 credits 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.

Minor Requirements

The Department of Art History offers an art history minor in three options, each requiring 27 credits, as indicated below. Up to 9 credits in courses required for the minor may be taken Pass/No pass (P/N).

Western Art Option 27 credits

History of Western Art (ARH 204, 205, 206) 9
History of Oriental Art
(ARH 207 or 208 or 209) 3
One upper-division art history sequence
(ancient, medieval, Renaissance,
or modern) 9
Two upper-division art history courses,
at least one of which must be in a
field other than that represented by
the sequence 6

Oriental Art Option 27 credits

History of Oriental Art (ARH 207, 208, 209) 9
History of Western Art
(ARH 204 or 205 or 206) 3
One upper-division Asian art
history sequence or cluster 9
Two upper-division art history courses,
at least one of which must be in a
field other than Asian art history 6

Architectural History Option 27 credits

Survey of the Visual Arts:
Spatial Arts (ARH 201) 3
One course selected from ARH 204, 205,
206, 207, 208, 209 3
History of Western Architecture
(ARH 311, 312, 313) 9
Four upper-division courses in
architectural history selected in
consultation with adviser 12

Graduate Studies

The Department of Art History offers programs leading to the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) degrees in the fields of ancient, medieval, Renaissance, modern, and 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 3 graduate credits in each of the main areas: ancient, Renaissance, medieval, and modern.

Two M.A. program options are available: (1) a program culminating in a written thesis, and (2) a program culminating in a comprehensive written examination. The student should elect one of these programs within the first year of graduate study. Students in both programs must satisfy the general requirements of the Graduate School regarding residence and the number of graded credits.

The thesis program is intended for students who prefer some specialization or plan to continue in a doctoral program. Thesis-option students must complete at least 9 credits in graduate research seminars. They must also earn 9 credits in Thesis (ARH 503) through the presentation of a written thesis. 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 Option	45 credits
Western art	24
Asian art	9
Bibliography and Methods (ARH 514)	3
Museology (ARH 511, 512, 513) or electives	9
Asian Art Option	45 credits
Asian art	24
Western art	9
Bibliography and Methods (ARH 514)	3
Museology (ARH 511, 512, 513) or electives	9

Nonthesis-option students must take 9 credits in 500-level courses culminating in a comprehensive examination based on the student's individual course of studies.

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 and to repeat the examination within three terms. In addition, students are encouraged to undertake the study of other languages pertinent to their specific fields of research.

Ph.D. Requirements

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 credits beyond the M.A.

Applications for admission to the graduate program for the academic year 1985-86 must be received by February 15, 1985.

Courses in Art History (ARH)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

201, 202, 203 Survey of the Visual Arts (3,3,3) The expressive value of the visual arts; consideration of form, media, and motives. Both historical and contemporary works. 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.

204, 205, 206 History of Western Art (3,3,3) Historical survey of the visual arts in which selected works of painting, sculpture, architecture, and other arts are studied in relation to the cultures producing them. 204: ancient; 205: medieval to early Renaissance; 206: Renaissance to modern. Hurwit, McKenzie, Nicholson, Pitts, Simmons.

207, 208, 209 History of Oriental Art (3,3,3) Historical survey of the visual arts of India, China, and Japan, in which selected works of painting, sculpture, architecture, and other arts are studied in relation to the culture in which they were produced. 207: India; 208: China; 209: Japan. Jacobson, Laing.

Upper-Division Courses

300 Critical Approaches to Art Historical Study (3)

Introduction to methodologies used in the study of art history (historic, iconographic, formal). Materials drawn from Asian and Western artistic traditions; work involves bibliography, oral presentations, and papers. Prereq: one or more 200-level art history courses. Jacobson.

304 Art and Politics in the Ancient World (3) The use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. Hurwit. Not offered every year.

311, 312, 313 History of Western Architecture (3,3,3)

Survey of architectural developments in the West from prehistory to the present. 311: prehistory through Byzantine; 312: early medieval to Renaissance; 313: Renaissance to present. Roth, Sundt. Not offered every year.

315 The Acropolis of Athens (3) The principal architectural and sculptural monuments of the Athenian Acropolis. Emphasis on works of the Age of Pericles. Selected literary texts read in translation. Hurwit. Not offered every year.

324 Medieval Iconography and Literary Sources (3) Significant themes in relation to literary sources, traditional imagery, and the originality of artists in the Middle Ages. Prereq: ARH 205. McKenzie. Not offered every year.

325 Medieval Art and Architecture in Germany (3)

The history of medieval art and architecture in Germany from Carolingian times through the Ottonian, Romanesque, and Gothic periods. McKenzie. Not offered every year.

332 The Golden Age of Florence (3) 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. Not offered every year.

341 History of Modern Art (3) Introduction to the major movements in painting, sculpture, and graphics from the time of the Impressionists (1870s) to the present. Nicholson. Not offered every year.

361 Nomadic Art and Culture of Eurasian Bronze Age (3)

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. Not offered every year.

379 Architecture of Urban America (3) 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. Not offered every year.

381 History of Photography (3) 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. Not offered every year.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

Note: Art history upper-division courses carrying graduate credit have different requirements for undergraduates and graduates.

400 SEARCH (1-3)

401 Research (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

408 (G) Workshop (Arr)

409 Practicum (Arr)

410 (G) Experimental Course (Arr)

411, 412, 413 (G) Ancient Mediterranean Art (3,3,3) 411: Palaeolithic, Neolithic, and Near Eastern art; 412: Egyptian art and architecture; 413: Minoan, Mycenaean, and Thera art and architecture. Prereq: ARH 204 or instructor's consent. Hurwit. Offered alternate years with ARH 414, 415, 416.

414, 415, 416 (G) Greek and Roman Art (3) 414: Geometric and Archaic Greek art; 415: Classical and Hellenistic Greek art; 416: Etruscan and Roman art, to Constantine the Great. Prereq: ARH 204 or instructor's consent. Hurwit. Offered alternate years with ARH 411, 412, 413.

417 (G) Prehistoric and Ancient Architecture (3) 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. Prereq: ARH 201, 204, or 311 or instructor's consent. Sundt. Not offered every year.

418 (G) Greek Architecture (3) 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; innovations of the late Classical and Hellenistic periods. Prereq: ARH 201, 204, or 311 or instructor's consent. Sundt. Not offered every year.

419 (G) Roman Architecture (3) Architecture during the emergence of Etruscan civilization, ca. 800 B.C. 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. Prereq: ARH 201, 204, or 311 or instructor's consent. Sundt.

421 (G) Early Byzantine Art (3) Early Christian and Byzantine art from the second century to A.D. 726. Prereq: ARH 205 or instructor's consent. McKenzie. ARH 421, 422, 423 offered in alternate years with ARH 424, 425, 426.

422 (G) Later Byzantine Art (3) Byzantine art after Iconoclasm, A.D. 843-1453. Prereq: ARH 205 or instructor's consent. McKenzie.

423 (G) Russian Medieval Art (3) Russian art from pre-Christian times up to Peter the Great at the beginning of the 18th century. Prereq: ARH 205 or instructor's consent. McKenzie.

424, 425, 426 (G) Western Medieval Art (3,3,3) 424: early medieval art in Western Europe through the 9th century; 425: Romanesque art; 426: Gothic art. Prereq: ARH 205 or instructor's consent. McKenzie. Offered alternate years with ARH 421, 422, 423.

427 (G) Early Medieval Architecture (3) Architecture of the Early Christian and Byzantine periods in Europe and the Near East. Prereq: ARH 201, 204, 205, or 312 or instructor's consent. Sundt. Not offered every year.

428 (G) Romanesque Architecture (3) Architecture in Western Europe ca. 1000-1200 A.D. Period of monasteries, pilgrimages, and Crusades. Developed basilical form in religious architecture. Prereq: ARH 201, 205, or 312 or instructor's consent. Sundt. Not offered every year.

429 (G) Gothic Architecture (3) Architecture in Western Europe from ca. 1130 to ca. 1500. Prereq: ARH 201, 205, or 313 or instructor's consent. Sundt. Not offered every year.

431, 432, 433 (G) Renaissance Art (3,3,3) Origin and development of Renaissance art in Italy. Prereq: ARH 205, 206 or instructor's consent. Pitts. Offered alternate years with ARH 434, 435, 436.

434, 435, 436 (G) Northern European Art (3,3,3) Painting, sculpture, and graphic arts in Northern and Western Europe in the Renaissance and Baroque periods. Prereq: ARH 205, 206 or instructor's consent. Pitts. Offered alternate years with ArH 431, 432, 433.

437 (G) Renaissance and Baroque Architecture (3) Architecture in Italy and Western Europe from 1400 to the 18th century. Prereq: ARH 206 or 313 or instructor's consent. Roth. Not offered every year.

441, 442, 443 (G) Early Modern Art (3,3,3) 441: European painting, painters, and patrons from 1700 to the French Revolution. Development of the rococo style, Neoclassicism, and landscape painting. 442: The Romantic era in European art (1789-1848), centering on Goya, Blake, Turner, and others. 443: Realism through Impressionism. Major artistic movements of Europe 1848-1880. Prereq: ARH 206. Nicholson. Not offered every year.

444, 445, 446 (G) 20th-Century Art (3,3,3) 444: post-Impressionism through Cubism. Major artistic movements and artists in Europe between 1880 and 1914. 445: art from 1914 to the Second World War; the development of abstract art, dada, and surrealism; and the influence of photography and the resurgence of realism. 446: major artistic movements and critical theory in Europe and the United States from 1940 to the present. Prereq to 444, 445: ARH 206 or 341. Simmons. Not offered every year.

448 (G) 19th-Century Architecture (3) Architecture from the Industrial Revolution to ca. 1890. Prereq: ARH 206, 313, or 444 or instructor's consent. Roth. Not offered every year.

449 (G) 20th-Century Architecture (3) Architecture from the *art nouveau* to the present. Prereq: ARH 206, 313, or 448 or instructor's consent. Roth. Not offered every year.

451, 452, 453 History of Interior Architecture (3,3,3) Interior architecture as artistic expression, including the study of furnishings, textiles, and other interior traditions. Hawn.

457, 458, 459 (G) Scandinavian Art (3,3,3) Art and architecture in the Scandinavian countries from prehistoric times to the present. Donnelly.

464, 465, 466 (G) Chinese Art (3,3,3) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties. Prereq: ARH 208 or instructor's consent. Jacobson, Laing. Topics frequently offered under ARH 407(G): Seminar in Chinese Art. Not offered every year.

470 (G) Historic Preservation (3) Theory and history of historic preservation in the United States and Europe; legislation and procedures. Not offered every year.

471 (G) 17th-Century American Architecture (3) Architecture in America, 1650-1750. Donnelly. Not offered every year.

472 (G) 18th-Century American Architecture (3) Architecture in America, 1750-1810. Donnelly. Not offered every year.

473 (G) 19th-Century American Architecture (3) Architecture in the United States, 1800-1890, with discussion of planning and building technology. Prereq: ARH 201, 206, 313, or 472. Roth. Not offered every year.

474 (G) 20th-Century American Architecture (3) Architecture in the United States, 1885 to the present, with discussion of planning, technology, and historicism. Prereq: ARH 201, 206, 313, or 473. Roth. Not offered every year.

478, 479 History of Landscape Architecture (3,3) History of gardens and public open spaces. 478: development of the garden from its origins until the 17th century, emphasizing the Western landscape tradition; 479: focus on public open-space design and the Anglo-American tradition—18th to 20th centuries: Helpband, Ross. Not offered every year.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems: Internship (Arr)

507 Seminar (Arr) Departmental offerings vary from year to year and reflect the specialized interests of faculty members. 1983-84 topics included Art and Literature in Ancient Greece, Art and Literature of the Edo Period, Chartres Cathedral, Culture of Montage, Manet, and Symbolism in Medieval Art.

509 Practicum (Arr)

510 Experimental Course (Arr)

511, 512, 513 Museology (3,3,3) Theories and techniques in the operation of art museums. Paulin. Not offered every term.

514 Bibliography and Methods (3) 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.

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.

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.

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.

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.

Barbara Wendel, M.F.A., Assistant Professor (photography). B.A., 1976, Maryland, M.F.A., 1980, Delaware.

Emeriti

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

C. Max Nixon, B.F.A., Professor Emeritus (metalcraft, jewelry, weaving). B.F.A., 1939, Kansas.

C. B. Ryan, M.F.A., Professor Emeritus (painting, drawing). B.S., 1939, M.F.A., 1940, Oregon.

Andrew M. Vincent, Professor Emeritus. 1929, Art Institute of Chicago.

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. degrees are 72 credits, including 9 credits in art history. Twenty-four of the 72 must be in upper-division studio work. Of the remaining 63 credits in the major, there must be at least two courses in drawing, two courses in basic design, and two courses in the foundation offering.

Requirements for the B.F.A. degree are as follows: (1) completion of a five-year program totaling 220 credits, including satisfaction of general University requirements for the B.A. or B.S. degree; (2) satisfaction of departmental requirements for a program leading to the B.A. or B.S. degree and, in the fifth year, 23 credits of studio work, 9 credits in art history, and 4 credits of Terminal Creative Project (ARTC, ARTJ, ARTP, ARTR, ARTS, ARTV, or ARTW 498).

Students who have completed a comparable four-year curriculum in art at another institution may be admitted to the fifth-year B.F.A. program. Such B.F.A. candidates must, however, satisfy the University's residence requirement of 45 credits for all undergraduate degrees. For transfer students finishing a degree here, the department requires at least 24 credits of studio work to be done in residence; of those 24 credits, 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 jewelry and metalsmithing. 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 credit 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 be preoccupied with credit requirements, but

certain minimum conditions may be reflected as credit requirements or considerations.

The six terms of full-time residence results in a 54-credit minimum. Other requirements are six formal courses in either art history or art theory or both, plus a minimum of 9 credits of Terminal Creative 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 ensure broader acquaintance with the department and the University.

Sometime after the first term of residence, and usually before the end of the third, a committee for reviewing candidacy is constituted by the 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 departmental committee reviews with the student his or her record of accomplishment, along with examples of past and current work, in order to advise on and to recommend advancement to candidacy with change of graduate classification to G8.

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 reports, and the terminal review.

As soon as the project proposal is organized, the chair arranges a meeting of the committee for a preliminary review of the proposed project. The purpose of the preliminary review is to acquaint all parties with the conceptual and technical particulars of the proposal and to discuss the merit of the project and its appropriateness to the terminal degree. If serious and irreconcilable differences of opinion arise, the committee should be reconstituted to begin again. Although the preliminary review is not a public meeting, 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 architecture and allied arts 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.

General Departmental Courses in Art (ART)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

291 Drawing (2-4R) Beginning course in observation, selection, and recording of significant elements in various drawing media.

295 Basic Design (2-4R) 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 (2-4R) Study of forms in space using the two dimensions of drawing and the three dimensions of modeling.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

408 (G) Workshop (Arr) Special workshops are frequently offered in calligraphy, papermaking, bookbinding, typography, and small metal casting.

410 Experimental Course (Arr)

482 Anatomy for Artists (2-4) Principles and formation of the skeletal and muscular structure of the human figure. Prereq: ARTP 290 or ART 291. Buckner.

Note: Unless specified otherwise, for listings 199, 401, 405, 406, 407, 409, 410, 501, 505, 506, and 507, topics and credits are arranged with the instructor. Subjects vary according to the interests of both faculty and students. Courses include, but are not limited to, studio-related exploration. Instructor's consent is required for all studies to be arranged, both for content and scheduling. Students are encouraged to discuss these possibilities with their advisers.

Courses in Ceramics (ARTC)

Lower-Division Courses

199 Special Studies (1-3)

255 Ceramics (2-4R) Both directed and self-directed opportunities. Instruction available in many aspects of the study of ceramic processes. Open to nonmajors. Kokis, James, Pickering.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

405 Reading and Conference (Arr) Prereq: instructor's consent.

406 Special Problems (Arr) Prereq: instructor's consent.

407 (G) Seminar (Arr) Prereq: instructor's consent.

408 (G) Workshop (Arr) Prereq: instructor's consent.

455 (G) Advanced Ceramics (2-4R) Intensive study opportunities for those who seek the integration of skills, theory, and practice with the development of personal meanings. James, Kokis, Pickering.

498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

501 Research (Arr) Prereq: instructor's consent. P/N only.

505 Reading and Conference (Arr) Prereq: instructor's consent.

506 Special Problems (Arr) Prereq: instructor's consent.

507 Seminar (Arr) Prereq: instructor's consent.

508 Workshop (Arr) Prereq: instructor's consent.

509 Terminal Creative Project (Arr) Prereq: instructor's consent.

Courses in Jewelry and Metalsmithing (ARTJ)

Lower-Division Courses

199 Special Studies (1-3) Prereq: instructor's consent.

257 Jewelry and Metalsmithing (2-4R) Introduction to the handworking of ferrous and nonferrous metals; practical information about making small tools and jewelry and metal objects.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

- 401 Research (Arr)** Prereq: instructor's consent.
405 Reading and Conference (Arr) Prereq: instructor's consent.
406 Special Problems (Arr) Prereq: instructor's consent.
407 (G) Seminar (Arr) Prereq: instructor's consent.
408 (G) Workshop (Arr)
457 (G) Advanced Jewelry and Metalsmithing (2-4R) Emphasis on creative work. Advanced problems in forging, raising, centrifuge casting, enameling, etching, stonemasonry. Not offered every year.
498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

- 501 Research (Arr)** Prereq: instructor's consent. P/N only.
505 Reading and Conference (Arr) Prereq: instructor's consent.
506 Special Problems (Arr) Prereq: instructor's consent.
508 Workshop (Arr) Prereq: instructor's consent.
509 Terminal Creative Project (Arr) Prereq: instructor's consent.

Courses in Painting (ARTP)

Lower-Division Courses

- 199 Special Studies (1-3)** Prereq: instructor's consent.
290 Painting (2-4R) Basic visual elements and their application to painting as a means of expression. Traditional subject matter is incorporated: still life, landscape, figure. Prior drawing experience recommended. Baker, Graff, Okada.
292 Water Color (2-4) Basic instruction in the use of water media, with particular attention to their limitations and capabilities.

Upper-Division Courses

- 381 Water Color (2-4R)** Visual and manual understanding of the media, with emphasis on transparency and fluidity. Transitory conditions of light and atmosphere. Prereq: ART 291 or ARTP 292. Okada.
390 Painting (2-4R) Advanced painting concepts and technical processes. Independent initiative is encouraged. Prereq: 8 credits of lower-division painting or equivalent. Baker, Graff, Okada.
391 Drawing (2-4R) Continued study in observation related to visual and spatial phenomena. Prereq: 4 credits of ART 291. Baker, Graff, Okada.
392 Composition and Visual Theory (2-4R) Visual theory and its relation to visual, tactile, kinetic, and mnemonic characterization. Prereq: 4 credits of ART 291 or 295 or instructor's consent. Not offered every year.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

- 401 Research (Arr)** Prereq: instructor's consent.
405 Reading and Conference (Arr) Prereq: instructor's consent.
406 Special Problems (Arr) Prereq: instructor's consent.
407 (G) Seminar (Arr) Prereq: instructor's consent.
408 (G) Workshop (Arr) Prereq: instructor's consent.
481 Water Color (2-4) Advanced study in selected water media. Prereq: ART 381 or instructor's consent. Okada.
490 (G) Advanced Painting (2-4R) The use of various media to characterize observation of a variety of subjects, including still lifes, landscapes, and figures. Prereq: 6 credits of ARTP 390 or equivalent. Baker, Graff, Okada.

491 (G) Advanced Drawing (2-4R) The use of drawing as a conceptual and technical tool for revealing information from various sources, including still life, landscape, and figure. Prereq: 6 credits of ARTP 391. Baker, Graff, Okada.

492 (G) Composition and Visual Theory (2-4R) A study of light, color, surface, and visual processes as related to painting and visual communication. Baker. Not offered every year.

498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

- 501 Research (Arr)** Prereq: instructor's consent. P/N only.
505 Reading and Conference (Arr) Prereq: instructor's consent.
506 Special Problems (Arr) Prereq: instructor's consent.
507 Seminar (Arr) Prereq: instructor's consent.
508 Workshop (Arr) Prereq: instructor's consent.
509 Terminal Creative Project (Arr) Prereq: instructor's consent.
590 Graduate Studies in Painting (Arr) Advanced work with problems of color and form, technique, processes, and visual theories. Prereq: instructor's consent.
591 Graduate Studies in Drawing (Arr) Advanced work with problems of form, technique, processes, and visual theories. Prereq: instructor's consent.

Courses in Printmaking (ARTR)

Lower-Division Courses

- 199 Special Studies (1-3)** Prereq: instructor's consent.

Upper-Division Courses

- 348 Silkscreen (3R)** Traditional and contemporary techniques of screenprinting, including film stencil, liquid blackout stencil, paper stencil, and photosensitive approaches. The medium as a unique conceptual and expressive tool. May include poster design. Prereq: instructor's consent. Paul.
349 Fundamentals of Printmaking (3R) Techniques of woodcut, collograph, lithography, and etching as primary means of expression. Practice in hand printing of editions. Rotating term-long offerings in each medium. Krause, Paul.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

- 401 Research (Arr)** Prereq: instructor's consent.
405 Reading and Conference (Arr) Prereq: instructor's consent.
406 Special Problems (Arr) Prereq: instructor's consent.
407 (G) Seminar (Arr) Printmaking. Prereq: instructor's consent.
408 (G) Workshop (Arr)
480 (G) Lithography (2-4R) 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. Prereq: instructor's consent. Paul.
483 (G) Intaglio Printing Methods (2-4R) 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, lecture-demonstrations, critiques, and group discussions serve to relate imagery development, philosophy of printing, self-expression, and social responsibility to the development of plates and the hand printing of editions. Prereq: ARTR 349 and instructor's consent. Krause.
498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

- 501 Research (Arr)** Prereq: instructor's consent. P/N only.
505 Reading and Conference (Arr) Prereq: instructor's consent.
506 Special Problems (Arr) Prereq: instructor's consent.
507 Seminar (Arr) Prereq: instructor's consent. Krause.
508 Workshop (Arr) Prereq: instructor's consent.
509 Terminal Creative Project (Arr) Prereq: instructor's consent.
580 Graduate Studies in Printmaking (Arr; R) 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. Prereq: instructor's consent.

Courses in Sculpture (ARTS)

Lower-Division Courses

- 199 Special Studies (1-3)** Prereq: instructor's consent.
293 Elementary Sculpture (2-4R) Introduction to materials. Elementary consideration of form; technical and compositional exercises in clay, plaster, wood, and stone. Alpert, Buckner.

Upper-Division Courses

- 393 Intermediate Sculpture (2-4R)** Practice in the basics of additive, reductive, and constructive sculpture. Prereq: ART 291 or instructor's consent. Alpert, Buckner.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

- 401 Research (Arr)** Prereq: instructor's consent.
405 Reading and Conference (Arr) Prereq: instructor's consent.
406 Special Problems (Arr) Prereq: instructor's consent.
407 (G) Seminar (Arr) Prereq: instructor's consent.
408 (G) Workshop (Arr)
487 (G) Figure Studies (2-4R) The human structure and its accurate interpretation. Three-dimensional work from the living model, with supporting study through drawing. Prereq: instructor's consent.
489 (G) Metal Casting (3R) Basic principles of nonferrous metal casting in lost wax. Design and operation of furnaces and ovens. Alpert, Buckner.
494 (G) Advanced Sculpture (2-4R) Intensive creative work in a wide variety of media. Traditional and contemporary sculptural ideas and their relationship to personal expression. Regular reviews. Prereq: instructor's consent. Alpert, Buckner.
496 (G) Ceramic Sculpture (2-4R) Techniques in building, modeling, molding, and surfacing terra cotta. The character of the materials and their effectiveness as sculptural media. Kokis.
498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

- 501 Research (Arr)** Prereq: instructor's consent. P/N only.
505 Reading and Conference (Arr) Prereq: instructor's consent.
506 Special Problems (Arr) Prereq: instructor's consent.
507 Seminar (Arr) Prereq: instructor's consent.
508 Workshop (Arr) Prereq: instructor's consent.
509 Terminal Creative Project (Arr) Prereq: instructor's consent.
594 Graduate Studies in Sculpture (Arr) Problems of forms and their relationship to space. Studio research into traditional and contemporary concepts to find personal expression. Prereq: instructor's consent.

Courses in Visual Design (ARTV)

Lower-Division Courses

199 Special Studies (1-3)

251 Introduction to Photography (3) The camera and how it functions. Lectures, field trips, and reviews. Work with color slide film; no darkroom work.

258 Basic Photography (2-4R) Basic black-and-white photographic processes and techniques; development of camera and darkroom skills; seeing photographically. Numerous reviews of student work. Prereq: instructor's consent. Wendel.

Upper-Division Courses

382 Letter Form (2-4R) Fall: fundamentals of calligraphy; winter: typography; spring: codification techniques as related to photo and electronically generated graphics.

383 The Graphic Symbol (2-4R) Studies in symbolic communication. Exploration in the graphic evolution of symbols. Prereq: ARTV 382 or instructor's consent. Gates.

384 Intermediate Photography (2-4R) Previsualization of images. Manipulation of light and resulting tonal scale in photography (zone system). Prereq: ARTV 258 or instructor's consent. Wendel.

Note: Courses designated (M) or (G) may be taken for graduate credit.

401 Research (Arr) Prereq: instructor's consent.

405 Reading and Conference (Arr) Prereq: instructor's consent.

406 Special Problems (Arr) Prereq: instructor's consent.

407 (G) Seminar (Arr) Prereq: instructor's consent.

408 (G) Workshop (Arr) Prereq: instructor's consent.

484 (G) Advanced Photography (2-4R) 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. Prereq: ARTV 384 or instructor's consent. Wendel.

493 (G) Visual Continuity (2-4R) The problems of image sequence and continuity in all graphic media including photography, video, and computer-generated graphics. Prereq: ART 295 or instructor's consent. Foster, O'Connell. Open to nonmajors.

495 (G) Motion Graphics (2-4R) Moving imagery, both diagrammatic and photographic; use of video and computer graphics in visual design. Includes various animation techniques. Prereq: ART 295, ARTV 493 or instructor's consent. Foster, O'Connell. Open to nonmajors.

498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

501 Research (Arr) Prereq: instructor's consent. P/N only.

505 Reading and Conference (Arr) Prereq: instructor's consent.

506 Special Problems (Arr) Prereq: instructor's consent.

507 Seminar (Arr) Prereq: instructor's consent.

508 Workshop (Arr) Prereq: instructor's consent.

509 Terminal Creative Project (Arr) Prereq: instructor's consent.

Courses in Weaving (ARTW)

Lower-Division Courses

199 Special Studies (1-3) Prereq: instructor's consent.

253 Off-Loom Textiles (2-4R) Introduction to fiber study through methods other than traditional loom work; exploration of forms possible in three dimension and at various scales; dyeing and construction techniques. Pickett.

256 Weaving (2-4R) 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.

Upper-Division Courses

Note: Courses designated (M) or (G) may be taken for graduate credit.

401 Research (Arr) Prereq: instructor's consent.

405 Reading and Conference (Arr) Prereq: instructor's consent.

406 Special Problems (Arr) Prereq: instructor's consent.

407 (G) Seminar (Arr) Prereq: instructor's consent.

408 (G) Workshop (Arr) Prereq: instructor's consent.

456 (G) Advanced Weaving (2-4R) Emphasis on creative work. Production of a wide variety of handwoven fabrics. Historical studies, fabric analysis, spinning, dyeing. Pickett.

458 (G) Textile Printing (2-4R) Advanced problems in design and color applied to standard textiles. Technique in pattern design and yardage printing. Silk screen, block print, etc. Prereq: instructor's consent. Not offered every year.

498 Terminal Creative Project (Arr) B.F.A. degree candidates only.

Graduate Courses

Note: Graduate work in weaving is offered in conjunction with the visual design area. Graduates receive an M.F.A. in visual design.

501 Research (Arr) Prereq: instructor's consent. P/N only.

505 Reading and Conference (Arr) Prereq: instructor's consent.

506 Special Problems (Arr) Prereq: instructor's consent.

507 Seminar (Arr) Prereq: instructor's consent.

508 Workshop (Arr) Prereq: instructor's consent.

509 Terminal Creative Project (Arr) Prereq: instructor's consent.



Historic Preservation

109 Lawrence Hall

Telephone 686-3631

Philip Dole, Program Director

Participating Faculty

Philip H. Dole, M.S., Professor of Architecture.

Arthur W. Hawn, M.A., 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., Associate Professor of Art History.

Michael E. Shellenbarger, M.S., Associate Professor of Architecture.

Adjunct

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 Conservation 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 two-year course of study is designed to meet the interests of students whose backgrounds are primarily in architecture, landscape architecture, and architectural history. It includes training in preservation theory and law, the characteristics of historic buildings and landscapes, historic building technology, and the procedures for evaluating and recording historic sites and buildings.

The program is administered by an inter-departmental committee in the School of Architecture and Allied Arts.

Program Requirements

First Year	69 credits
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

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.

Graduate Courses in Historic Preservation (AAP)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: In addition to the basic program courses carried under the respective departments, the following special courses are available:

- 501 Research (Arr)
- 503 Thesis (Arr)
- 504 Terminal Project (Arr)
- 505 Reading and Conference (Arr)
- 506 Special Problems (Arr)
- 507 Seminar (Arr)
- 508 Workshop (Arr)
- 509 Practicum (Arr)
- 510 Experimental Course (Arr)



Interior Architecture

477E Lawrence Hall
 Telephone 686-3638 or -3656
 Lyman Johnson, Program Director

Participating Faculty

Janice C. Coleman, B.I.Arch., Adjunct Assistant Professor.

Gunilla K. Finrow, M.Arch., Associate Professor.

Arthur W. Hawn, M.A., Professor.

Wayne Jewett, M.F.A., Senior Instructor.

Lyman Johnson, M.A., Professor.

Jim Pettinari, M.Arch., Associate Professor.

The Study of Interior Architecture

Preparation. High school and college students interested in interior architecture should prepare themselves by taking courses in the following subjects:

1. Fine arts such as drawing, sketching, painting, sculpture, fiber arts, two- and three-dimensional design, draftsmanship, and the history of the arts, architecture, furniture, and interior architecture-design.
2. Social sciences such as sociology, psychology, individual and group behavior, cultural anthropology, community studies, and human environment.
3. Sciences: environmental studies, algebra, and geometry. Trigonometry and college-level physics are required if an individual is interested in taking structures.

Because interior architectural students must be able to read, write, and think clearly about abstract concepts, preparation should also include literature and writing courses as well as readings in philosophy, poetry, and the Classics.

To better understand the professional field, prospective students should visit and discuss opportunities with local interior designers and firms practicing interior architecture.

Students are encouraged to travel in order to broaden their experiences related to the proximate environment.

Education in Interior Architecture. The 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 students with outstanding examples of current professional work in interior architecture. Opportunities are provided for collaboration on design problems with students in other fields in the arts. An internship may be arranged with a participating professional office. Six credits are earned in Practicum (IARC 409G), usually during the summer. It should be taken during the fourth or fifth year of study.

A new curricular structure was instituted in 1982. Students must meet the requirements as published in the *General Catalog* of the year of their admission. Those needing more specific information should see a program adviser.

Accreditation. The curriculum in interior architecture is accredited by the Foundation for Interior Design Education and Research (FIDER). The five-year program leads to the Bachelor of Interior Architecture (B.I.Arch.) degree.

Careers. Most students prepare for entering professional practice with firms engaging in interior architecture and design. Other opportunities exist in related areas such as product representation, color consultation, space planning, furniture design, and other activities related to the proximate environment.

Students graduating from the interior architecture program may elect to apply for the national examination administered by the National Council for Interior Design Qualification (NCIDQ). Successful completion of this examination is required for membership in the American Society of Interior Designers (ASID) and the Institute of Business Designers (IBD).

Summer Architecture Academy. See description in the Architecture section of this catalog.

Undergraduate Admission

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 architecture department office.

The admissions review focuses on creative capability, academic capability, and potential program contribution through diversity of background, experience, or maturity. Students are expected to submit specific materials supporting each of these attributes. Freshman applicants must have grades and scores which meet at least four of the following indices:

1. High school grade point average (GPA)—3.00
2. Test of Standard Written English (TSWE)—38
3. Verbal Scholastic Aptitude Test (SAT)—400
4. Mathematical SAT—400
5. Total SAT—900

The University deadline for undergraduate applications to the interior architecture program is January 15 (see Application Deadlines in the Admissions and Records section of this catalog). The deadline for completion of the departmental application is February 15. All applicants must meet both deadlines. Students receive notices concerning their applications after April 1.

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).

The undergraduate programs in interior architecture consist of the B.I.Arch. program and a minor in interior architecture.

Bachelor of Interior Architecture: 220 credits

A five-year program leads to the Bachelor of Interior Architecture degree; the first two years are highly structured. Because of the diversity of opportunities in the profession, the program is designed to allow students and their advisers considerable flexibility in establishing study sequences that satisfy individual interests and needs. The flexibility of the program allows students to extend their study to the allied disciplines of architecture, landscape architecture, public policy and management, art history, and fine and applied arts.

The B.I.Arch. may be earned as a second baccalaureate degree by those who already have a baccalaureate degree. Additional program and application information is available from the program director.

Candidates for the B.I.Arch. degree must satisfy the following requirements, totaling 220 credits:

General University Requirements. 45 credits, distributed as follows:

1. Group requirements—36 credits in arts and letters, social sciences, and sciences
2. English composition—6 credits
3. Health—3 credits

Major Program Requirements. 175 credits (see Professional Curriculum, below).

Residence Requirements. For transfer students to receive the B.I.Arch. degree from the University, the following minimum credits must be taken in residence:

1. Design Area: 24 credits, including Interior Design Terminal Project (IARC 488, 489).
2. Subject Area: Group I—24 credits; Group III—9 credits.

Leave of Absence. See policy statement in the Architecture section of this catalog.

Minor Requirements

The Department of Architecture offers a minor in interior architecture, subject to the following restrictions:

1. Before taking any course work, a student must notify the department head of intent to seek a minor. The minor will be granted on completion of the requirements in effect on the date of the notice of intent.
2. Because the department's first obligation is to its majors, it cannot guarantee availability of courses for minors. Minors may register in required courses on a first-come, first-served basis only after the needs of majors have been met.
3. Enrollment in each minor program is limited. If the department is unable to accommodate additional students, it may suspend admission to a minor program until space becomes available.
4. Courses required for minors are open to other University students by instructor's consent.
5. A middle C or better must be earned in graded courses, or Pass in P/N courses.

Interior Architecture Minor 28 credits

Four of seven introductory subject-area courses, 2 credits each, to be chosen from department-approved list of ARCH 410 fundamental courses	8
Survey of Interior Design (IARC 204)	2
Materials of Interior Design (IARC 370, 371), 3 credits each	6
Survey of the Visual Arts: Spatial Arts (APH 201)	3
Three of the following four courses, 3 credits each: Color Theory and Application for the Built Environment (IARC 347) History of Interior Architecture (ARH 451, 452, 453)	9

Graduate Studies

The three programs of graduate study in interior architecture are Options I, II, and III. In all three programs, students must take 45 graduate credits, of which 30 must be in the major and 9 must be at the 500 level. Requirements for each of the three programs are listed below.

The Option I program leads to the Master of Interior Architecture (M.I.Arch.) as a post-professional degree. This program normally takes from four to six terms. Applicants must have a professional degree in interior architecture.

Options II and III lead to the M.I.Arch. as a professional degree. Students in these programs have access to the basic professional curriculum and all graduate-level course work in the department. The Option II program, which normally takes six or seven terms, is for students who have a four-year degree in interior design, architecture, or environmental design. The Option III program may be completed in ten terms, and applicants must have a B.A. or B.S. degree upon entering.

Graduate Admission

Prospective students may receive a detailed description of the graduate program and a graduate application packet by writing directly to the Graduate Secretary, Department of Architecture, University of Oregon, Eugene, Oregon 97403. The packet describes all submission requirements (academic records, statement of intent, recommendations, and a portfolio of creative work). Applications must be postmarked by February 1, prior to the fall term of admission. Notices of decisions on applications are mailed after April 1. Students with some interior architectural education (Option I or II) may want to request graduate teaching fellow (GTF) application forms.

Option I applications may be submitted at any time, but Option I graduate students ordinarily begin their work in the fall term.

Professional Degree Programs: M.I.Arch.

Option II and III students must complete the professional curriculum with 60 credits in design and 84 credits in subject-area courses. The interior architecture graduate programs do not have a graded credit requirement.

All graduate students are required to begin their work in the fall term; the department does not have a late admissions program. Graduate teaching fellowships (GTFs) are available to particularly well-qualified graduate students, especially second-year Option I and II students.

For Option II, the minimum residency requirement is six terms. Transfer credit may be given to students who have had academic experience in a Foundation for Interior Design Education and Research (FIDER)-accredited interior architecture program.

Option II and III students may substitute, at their adviser's discretion, other appropriate courses (such as Basic Design or Environmental Design) for up to 6 of the required 60 credits in design.

Further, Option II students must complete the following requirements:

1. 6 credits in Research (IARC 501), which may include independent technical study or instructor-directed research.
2. Two terms (12 credits) of the terminal project in interior architecture.
3. Residence requirements in the Design and Subject Areas as listed above.

Postprofessional Degree Program: M.I.Arch.

The Option I program should be understood as an opportunity to extend the knowledge gained in a five-year professional degree in interior architecture and design program. It offers the study of significant interior architectural subjects related to faculty expertise in the following areas:

1. Interior design and the proximate environment.
2. Historical precedents, interior environments, and furniture (including course work in historic preservation).
3. History and theory of interior architecture.
4. Furniture design and technology.
5. Daylighting, electric lighting, and color.

An Option I student is expected to develop a personal program within an area of interest and within the areas of faculty expertise listed above. This individual study program culminates in an M.I.Arch. thesis, which synthesizes and clearly communicates the work. For more information, see the description of the master's degree with thesis in the Graduate School section of this catalog.

A typical M.I.Arch. study program focuses on one of several significant topics and usually relies heavily on the design probe as a study method. It draws on professional and general University courses, seminars, and personal consultation with a faculty adviser. Students should review this catalog for courses taught in other departments.

Students in the Option I program are required to complete 9 credits in Thesis (IARC 503).

Foreign Study

See the Danish International Studies and Studio Abroad Programs listed in the Architecture section of this catalog.

Professional Curriculum

Note: The curriculum in architecture and interior architecture is currently being revised. A list of required courses, including those in other departments of the School of Architecture and Allied Arts, is available in the architecture department office.

Interior Design: 66 credits

Architectural Design (ARCH 181, 182), 12 credits.

Interior Design (IARC 388), six terms, 36 credits.
Custom Cabinet and Furniture Design (IARC 486), 6 credits.

Interior Design Terminal Project (IARC 488, 489), 12 credits.

Subject Area: 84 credits

Group I—48 credits, including the following:

Skills and Content in Design (ARCH 101).
Essential Considerations in Architecture (ARCH 102).

Survey of Interior Design (IARC 204).

Materials of Interior Design (IARC 370, 371).

Furniture and Accessories (IARC 444).

History of Interior Architecture (ARCH 451, 452, 453).

Working Drawings in Interior Architecture (IARC 472).

Plus 16 credits from the group of architecture fundamental courses designated to be taken in the second year of the major.

Group II—9 credits, selected from the art history program by the individual student.

Group III—27 credits, selected from the following list of courses; *indicates courses recommended by FIDER.

*Color Theory and Application for the Built Environment (IARC 347).

Office Practice, Interiors (IARC 429).

Specification Documents in Interior Design (IARC 471).

Working Drawings in Interior Architecture (IARC 473).

Media for Design Development (ARCH 320).

Advanced Design Development Media (ARCH 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).

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 credits from the landscape subject area.

PLANNING, PUBLIC POLICY AND MANAGEMENT.

Introduction to Planning and Public Policy (PPPM 301).

ART HISTORY. 9 credits in courses different from those used to satisfy Group II.

FINE ARTS. 15 credits from the various areas.

Note: The program director may approve additional courses for Group III.

Special Courses. Open-ended courses, numbered 401-410 and 501-510, may be developed and approved for credit in subject or elective areas. Majors may take any graded course in the 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.

Courses in Interior Architecture (IARC)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

ARCH 101 Skills and Content in Design (3) See description under Architecture.

ARCH 102 Essential Considerations in Architecture (3) See description under Architecture.

ARCH 181, 182 Architectural Design (6,6) See description under Architecture.

ARCH 200 SEARCH (1-3)

204 Survey of Interior Design (2) Criteria intended to provide an introduction to the theory base of interior design. Open to nonmajors.

ARCH 224 Introduction to Design Development Media (3) See description under Architecture.

ARCH 265 Fundamentals of Structure Systems (3) See description under Architecture.

288 Creative Problems in Interior Architecture (6) The planning processes by which interior spaces and forms are studied and executed. Prereq: ARCH 181, 182; IARC 204. P/N only. Not offered every year.

Upper-Division Courses

ARCH 311 Design Process and Method (3) See description under Architecture.

ARCH 316 Descriptive Geometry (3) See description under Architecture.

ARCH 320 Media for Design Development (3R) See description under Architecture.

347 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Prereq: ARCH 181, 182 or instructor's consent.

ARCH 365 Introduction to Structures (4) See description under Architecture.

ARCH 366 Theory of Structures I (4) See description under Architecture.

ARCH 367 Theory of Structures II (1 or 6) See description under Architecture.

370, 371 Materials of Interior Design (3,3) The properties, manufacture, and application of materials used in construction and interior design; field trips to supply sources. Open to nonmajors with instructor's consent.

388 Interior Design (6R) A series of creative problems in interior design; intensive analysis of design; methods of problem solution; individual criticism, review of design projects; group discussion and field trips. Prereq: ARCH 101, 181, 182. P/N course; majors only.

ARCH 391, 392 Environmental Control Systems (4,4) See description under Architecture.

ARCH 393 Environmental Control Systems (4) See description under Architecture.

Note: Courses designated (M) or (G) may be taken for graduate credit.

ARCH 400 SEARCH (1-3)

ARCH 401 Research (Arr)

ARCH 405 Reading and Conference (Arr)

ARCH 406 (G) Special Problems (Arr)

ARCH 407 (G) Seminar (Arr) See description under Architecture.

ARCH 408 (G) Workshop (Arr)

ARCH 409 (G) Practicum (Arr) See description under Architecture.

ARCH 410 (G) Experimental Course (Arr)

ARCH 411 (G) Research Methods (3) See description under Architecture.

ARCH 420 (G) Advanced Design Development Media (3) See description under Architecture.

429 (G) Office Practice, Interiors (2) Office procedure for the interior designer in private practice; trade controls, discounts, interprofessional relations; sources of materials. Not offered every year.

ARCH 431, 432, 433 (G) Settlement Patterns (3,3,3) See description under Architecture.

ARCH 434 (G) Ecological Implications In Design (3) See description under Architecture.

ARCH 439 (G) Critical Issues in the Urban Environment (3) See description under Architecture.

ARCH 443 (G) Social and Behavioral Factors in Design (3) See description under Architecture.

444 (G) Furniture and Accessories (3) Analysis of furniture and cabinetry; emphasis on design, development, methods of manufacture and distribution; furniture construction and techniques of shop drawing. Introduction to basic wood construction procedures. Open to nonmajors with instructor's consent.

ARCH 451 (G) Essential Considerations in Architecture and Design Synthesis (3) See description under Architecture.

ARCH 455 (G) Architecture as Form (3) See description under Architecture.

ARCH 456 (G) Spatial Composition and Dynamics (3) See description under Architecture.

ARCH 458 (G) Types and Typology (3) See description under Architecture.

471 (G) Specification Documents in Interior Design (1) In-depth study of detailed information required in preparing specification documents as related to the process of construction and furnishing of interior space. Not offered every year.

472, 473 Working Drawings in Interior Architecture (4,4) Preparation of working drawings for projects in interior architecture. Majors only.

486, 487 (G) Custom Cabinet and Furniture Design (6,6) Projects involving the design and construction of custom furniture, preparation of detailed shop drawings, shop procedure. Prereq: IARC 444, and 18 credits in IARC 388 or ARCH 380. Open to nonmajors with instructor's consent. P/N only.

488, 489 Interior Design Terminal Project (6,6) Student-initiated studies in interior design for the terminal project. Emphasis on comprehensive and integrative study. Prereq: 30 credits in IARC 388. P/N course; majors only.

Graduate Courses

ARCH 501 Research (Arr) P/N only.

ARCH 503 Thesis (Arr)

ARCH 505 Reading and Conference (Arr)

ARCH 506 Special Problems (Arr)

ARCH 507 Seminar (Arr)

ARCH 510 Experimental Course (Arr)

ARCH 581, 582 Graduate Architectural Design: Option III (6,6) See description under Architecture.

588 Advanced Interior Design (1-12R) Studio-based investigation of special aspects of interior design. Prereq: fifth-year or graduate standing and instructor's consent. P/N course; majors only.

ARCH 592 Daylighting (3) See description under Architecture.

Landscape Architecture

216 Lawrence Hall
Telephone 686-3634
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.

Eugene Bressler, M.L.A., Associate Professor (site analysis, land-use planning, computer graphics). B.L.A., 1968, Syracuse; M.L.A., 1970, Harvard.

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.

Ronald J. Lovinger, M.L.A., Professor (planting design theory, landscape transformation). B.F.A., 1961, Illinois; M.L.A., 1963, Pennsylvania.

Robert Z. Melnick, M.L.A., Associate Professor (landscape preservation, research). B.A., 1970, Bard; M.L.A., 1975, State University of New York College of Environmental Science and Forestry.

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.

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.

David Vala, M.L.A., Assistant Professor (urban design, graphic communication). B.Arch., 1971, M.L.A., 1972, Oregon.

Adjunct

Ron Cameron, B.L.A., Adjunct Assistant Professor (site development). B.A., 1963, Stanford; B.L.A., 1967, Oregon; Reg. Landscape Architect, Oregon.

Rick Satre, B.L.A., Adjunct Assistant Professor (landscape construction). B.L.A., 1977, Oregon.

Emeriti

George S. Jette, B.L.A., Professor Emeritus (recreational planning and design). B.L.A., 1940, Oregon.

Wallace M. Ruff, M.S., Professor Emeritus (research, experimentation, introduction of plants). B.S., 1934, Florida; M.S., 1950, California, Berkeley.

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.

Undergraduate Studies

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 studies. 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. Program objectives are to provide a solid base of essential skills, tools, and knowledge as well as the flexibility to let each student proceed through the program following his or her own pattern of interests and readiness. Emphases include ecological and resource analysis, land conservation and development, urban neighborhood development of waterways and agricultural lands, private agency professional practice, public agency professional practice, environmental impact assessment, landscape preservation, and environmental research.

The undergraduate program provides a balanced exposure to the many facets of landscape architecture, with the expectation that specialization will occur at the graduate level and in professional internship programs.

Curriculum Structure. The undergraduate curriculum consists of 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. Seven subject areas are essential foundations to integrative work in the planning and design program: landscape architectural technology; plant materials; landscape analysis and planning; history, literature, and theory of landscape architecture; media and communication; planning; and fine arts. Course work in these areas, offered through various departments, is provided in a required and elective format which encourages the student to participate with an adviser in structuring an individualized educational program.

ELECTIVES. This area, which includes general University requirements, provides for wide personal choice in structuring course work in arts and letters, social 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 credits, distributed as follows:

Planning and Design. 82 credits, thirteen studios required. 1st year: two studios (ARCH 181, 182); 2nd year: two studios (LA 289); 3rd year: three studios (LA 389); 4th year: three studios (two LA 489, one option); 5th year: three studios (one LA 589; one LA 590, comprehensive project; one 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 credits are required, distributed as follows:

1. Landscape architectural technology: Site Development I (LA 362); Site Construction I (LA 366); Workshop: Surveying (LA 408). Optional courses: 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).
2. Plant materials: Plant Communities and Environments (LA 226); Plants (LA 326, 327, 328); Planting Design Theory (LA 431). Optional courses: Urban Farm (LA 390); The Garden (LA 432); Systematic Botany (BI 438); Appropriate Planting. (LA 408); Introduction to Ecology (BI 272).
3. Landscape analysis and planning: Introduction to Landscape Field Studies (LA 230); Site Analysis (LA 361); Introduction to Landscape Planning Analysis (LA 440). Optional courses: Landscape Planning Analysis (LA 511, 512, 513); Landscape Planning and Computer Applications (LA 515).
4. History, theory, and literature of landscape architecture: Introduction to Landscape Architecture (LA 225); Understanding Landscapes (LA 260); two of the following four courses: History of Landscape Architecture (ARH 478, 479); Landscape Perception (LA 490); Contemporary American Landscape (LA 491); Land and Landscape (LA 543); Landscape Architecture Research: Methods and Issues (LA 520); Landscape Preservation (LA 480G); Landscape Films (LA 410); Land and Landscape (LA 543).
5. Media courses, 7 credits: Introduction to Design Development Media (ARCH 224). Optional courses: Media for Design Development (ARCH 320); Workshop: Drawing (LA 408); Experimental Course: Landscape Media (LA 410); Advanced Design Development Media (ARCH 420); Experimental Course: Advanced Landscape Media (LA 510).
6. Planning courses, 9 credits: Introduction to Planning and Public Policy (PPPM 301) recommended; upper-division courses to be taken in urban and regional planning, geography, sociology, economics, political science, etc.
7. Fine arts, 6 credits.

Electives. Must include a minimum of 45 credits of general University requirements.

Graduate Studies

The two-year graduate program in landscape architecture leading to the 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 departments of the school are encouraged.

M.L.A. Requirements

The M.L.A. degree requires a minimum of 45 credits: (1) 30 credits are normally taken within the department and 15 in related departments, (2) 10 of the 30 credits are assigned to an original graduate project.

Required Courses. Land Planning and Design (LA 589); Workshop (LA 508); one additional design studio; Planting Design Theory (LA 431); one term of Landscape Planning Analysis (LA 511-513); Landscape Planning and Computer Applications (LA 515); Landscape Perception (LA 490); Contemporary American Landscape (LA 491); Land and Landscape (LA 543); Landscape Architecture Research: Methods and Issues (LA 520); Seminar (LA 507); Graduate Terminal Project (LA 509). Most of these requirements can be fulfilled simultaneously with B.L.A. requirements by students receiving a first professional degree. Additional graduate courses include The Garden (LA 432); Site Development II (LA 459); Site Construction II (LA 460); Reading and Conference (LA 505); Special Problems (LA 506); Experimental Course: Advanced Landscape Media (LA 510); Landscape Preservation (LA 480).

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. Specific program requirements are based on each individual's previous academic experience. M.L.A. candidates are typically in residence for two years.

Graduate Program B.L.A. A B.L.A. degree usually requires three years of additional study beyond a first 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: Graduate students begin the program with 300-level courses and they are exempt from the fine arts and planning requirements. Eligibility for graduate study beyond the B.L.A. depends on a demonstrated capacity for original endeavor. Students may pursue both a second baccalaureate degree and an M.L.A. simultaneously. Students can typically complete both the B.L.A. and M.L.A. degrees in eleven 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.

General University regulations governing graduate admission are in the Graduate School section of this catalog.

Courses in Landscape Architecture (LA)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

225 Introduction to Landscape Architecture (2)

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. Open to nonmajors.

226 Plant Communities and Environments (3)

Development of 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. Bettman. Not offered every year.

230 Introduction to Landscape Field Studies (3)

Field evaluation of landscapes for human use and settlement. Analyze, classify, and appraise land forms, land traditions, and consequent land use of an area in a particular cultural context. The natural and cultural processes currently shaping the various landscapes of the southern Willamette Valley. Weekly lecture-field trips. Meyers.

260 Understanding Landscapes (3) Perception, description, and explanation of landscapes as environmental sets, as biophysical processes, and as cultural values. Lovinger.

289 Landscape Architectural Design (3-6R) Study of places, their use, and how they evolve. Fundamentals of environmental awareness, small-scale site planning and principles of ecology; studies in abstract design and elementary graphic techniques. Discussions, talks, field trips, site investigation.

290 Living in the Environment (3) Discussion of critical environmental issues, problems, and alternative solutions. Not offered every year.

Upper-Division Courses

326 Plants (3) Characteristics, identification, and design uses of deciduous trees, shrubs, vines, and ground covers, with emphasis on identification and appropriate use in landscape design.

327 Plants (3) Characteristics, identification, and design uses of ornamental conifers and broad-leaved evergreen trees, shrubs, and ground covers.

328 Plants (3) Characteristics, identification, and design uses of flowering trees, shrubs, vines, and ground covers; emphasis on synthesis of fall, winter, and spring.

357, 358 Landscape Maintenance (3,3) Cultivation of landscape plant materials; maintenance problems in relation to landscape architecture. Not offered every year.

360 Site Planning (3) Introduction to the ideas, crafts, methods, and technologies of site planning: site analysis, design methods, site development and construction, and impact assessment. Pre- or coreq: LA 389 or ARCH 380. For landscape architecture and architecture majors; nonmajors need instructor's consent. Bressler.

361 Site Analysis (4) As part of the site planning and design process, develops knowledge and understanding of place; use of analytical tools and strategies for extending perception and understanding of land and proposals for its modification. Bressler.

362 Site Development I (3) Techniques for measuring, recording sites; methods for modification of sites; grading for earth movement, drainage; site systems. Cameron.

366 Site Construction I (3) Consideration of materials and processes of landscape construction; communication of design intent through documents, including sources and costs. Vala.

389 Landscape Architectural Design (3-8R) Elementary problems in landscape architecture; design as process, analysis of site and behavioral patterns, and the development and communication of design proposals.

390 Urban Farm (2-4) Experimentation with food production in the city; rebuilding urban soils; farm animal-plant relationships; nutrient cycles. Cooperative food production and distribution; use of appropriate technologies. Bettman.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

405 Reading and Conference (Arr)

406 (G) Special Problems (Arr) Group discussion and in-depth study of problems involving conflicting facts, principles, and uncertainties.

407 (G) Seminar (Arr)

408 Workshop (Arr) Concentrated 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 Appropriate Planting.

409 Practicum (Arr) Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision.

410 Experimental Course (Arr) Current topics include Introduction to Site Planning, Landscape Films, and Landscape Media.

431 (G) Planting Design Theory (3-6) Approaches to planting design; experiential and symbolic relationships of landscape space; order of landscape as a cultural expression of time; order of the garden as an explicit art form. Lovinger.

432 (G) The Garden (3-6) Case studies of existing private and public gardens of the Pacific Northwest. Field trips, measured drawings, landscape restoration of historic gardens and townscapes. Lovinger. Not offered every year.

440 Introduction to Landscape Planning Analysis (3) Principles and practice of designing land- and waterscapes for human use and settlement. Analysis of significant natural and cultural phenomena and processes that shape rural and urban landscapes. Application of theory to practice through exercises in ecological, social, and economic analyses of landscapes, resources, and patterns of occurrence in the Eugene-Springfield metropolitan area. Meyers.

459 (G) Site Development II (3-6) Complex problems in site modification and development; road siting and layout; irrigation and lighting systems. Integrated with LA 489. Cameron.

460 (G) Site Construction II (3-6) Special problems and strategies in the construction of structural additions to sites; construction documents; neighborhood construction. Integrated with LA 489. Satre.

461 (G) Construction Communication (3-6) Procedures and documents necessary for communication of construction information; design and construction information; office organization. Not offered every year.

ARH 478, 479 History of Landscape Architecture (3,3) History of gardens and public open spaces. 478: development of the garden from origin through the 17th century, emphasizing the Western landscape tradition. 479: focus on public open-space design and the Anglo-American tradition from the 18th through the 20th centuries. Helphand

480 (G) Landscape Preservation (3) Tools and techniques currently employed in the preservation of historic, cultural, and vernacular landscapes. Includes history of landscape preservation, significant legislation, and case studies. Melnick.

489 Site Planning and Design (3-10R) Advanced problems in landscape architecture; cultural determinants of site planning and design; design development and natural systems and processes as indicators of carrying capacity. Integrated with LA 459.

490 (G) Landscape Perception (3) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand. Offered alternate years.

491 (G) Contemporary American Landscape (3) Evolution of the contemporary American landscape as an expression of American culture. Helphand. Offered alternate years.

Graduate Courses

501 Research (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr) Recent topics include Criticism, Readings in Modern Landscape History, Landscape and the Contemporary Visual Arts, and Design Process.

508 Workshop (Arr) Recent topics include the Emerald Waterways System; Portland Downtown East and Portland METRO; Landscape Arts.

509 Graduate Terminal Project (Arr) An independent original project. Coreq: graduate project course for minimum of two terms.

510 Experimental Course (Arr) Recent topics include Advanced Landscape Media, Design and Behavior Interaction, and Landscape Preservation.

511 Landscape Planning Analysis (3-8) Rural landscape analysis. Geoenvironmental analysis of natural landscapes, resources, and rural patterns of occurrence; 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. Meyers.

512 Landscape Planning Analysis (3-8) Urban landscape analysis. Socioenvironmental analysis of cultural landscapes, resources, and urban patterns of occurrence; 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. Meyers.

513 Landscape Planning Analysis (3-8) Regional landscape analysis. Environmental analysis of the natural and cultural elements determining human occupancy of a region: current trends in resource use and linkage systems; 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. Meyers.

515 Landscape Planning and Computer Applications (3) The development, application, and evaluation of computer processing systems for land-use and site-planning issues; focus on the theories, implications, and techniques for using the GRID data, cell storage, and analysis systems. Bressler.

520 (G) Landscape Architecture Research: Issues and Methods (3) Contemporary research issues and strategies. Theories, approaches, and techniques applicable to topics and problems in landscape architecture. Melnick.

543 Land and Landscape (3) Fundamental concepts in landscape planning and design: land, landscape, place, environment, experience, carrying capacity, property, form, scenery, and time. Diethelm.

580 Comprehensive Project Preparation (3) Finding, describing, programming, and probing environmental opportunities and problems.

589 Land Planning and Design (3-12) 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.

590 Comprehensive Project (3-16R) Advanced planning and design projects in landscape architecture. Studio development of individually selected projects prepared in LA 580. Usually an 8-credit course. Prereq: LA 580.

Planning, Public Policy and Management

119 Hendricks Hall

Telephone 686-3635

Carl J. Hosticka, Department Head

Faculty

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.

Bryan T. Downes, Ph.D., Professor of Public Affairs (community politics, management, evaluation); Director, Public Policy and Management Graduate Program. B.S., 1962, M.S., 1963, Oregon; Ph.D., 1966, Washington, St. Louis.

Maradel K. Gale, J.D., Associate Professor of Urban Planning (legal issues in planning, environmental and resource planning). B.A., 1961, Washington State; M.A., 1967, Michigan State; J.D., 1974, Oregon.

Michael Hibbard, Ph.D., Assistant Professor of Urban Planning (public service, planning theory, policy). B.S., 1968, California Polytechnic; M.S.W., 1971, San Diego State; Ph.D., 1980, California, Los Angeles.

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 (career planning, public personnel); Coordinator, Field Internship Program. B.S., 1975, M.S., 1979, Oregon.

L. R. Jones, Ph.D., Associate Professor of Public Affairs (public financial management, policy termination, regulatory decision making). B.A., 1967, Stanford; M.A.P.A., 1971, Ph.D., 1977, California, Berkeley.

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. On leave 1984-85.

Edward Weeks, Ph.D., Assistant Professor of Public Affairs (evaluation research, community psychology). B.A., 1973, Ph.D., 1978, California, Irvine.

Emeriti

Orval Etter, J.D., Associate Professor Emeritus (public law, metropolitan government). B.S., 1937, J.D., 1939, Oregon.

Adjunct

Note: The department regularly employs practitioners to teach specialized courses. The following persons have adjunct teaching responsibilities in the department.

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

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 in order to understand how the latter can be influenced to attain effectively 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 courses in speech, English, and foreign languages. Debate and related public speaking experience are fine ways to develop and improve communication skills.

Conceptual skills can best be developed through courses that require the student to think independently and analytically. For example, high school students should complete at least three years of mathematics.

Community and school leadership experiences are excellent preparation for students considering enrolling in PPPM. Volunteer work, paid after-school jobs, and travel are all ways of acquiring community-based experience.

Careers. The Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in planning, public policy and management provides students with a broad liberal arts background as well as a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and social welfare. In addition, graduates are prepared for entry-level positions in public, nonprofit, and private firms that address community planning and management.

Admission Requirements

The major in PPPM is limited to upper-division students who have applied to and been accepted by the department. Students may apply in the term they 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. In addition, the following courses (or their equivalents, in the case of transfer students) are strongly recommended:

Social Sciences: Introduction to Economic Analysis: Microeconomics (EC 201), Introduction to Economic Analysis: Macroeconomics (EC 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 credits
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 credits
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 credits
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 credits
Introduction to Psychology (PSY 201)	4
Introduction to Economic Analysis: Microeconomics (EC 201)	3
Electives, especially computer science; scientific and technical writing; journalistic writing; additional sociology, political science, community studies; and field experience	9

Winter term	16 credits
Social Psychology (PSY 216)	4
Introduction to Economic Analysis: Macroeconomics (EC 202)	3
Electives, as above	9

Spring term	18 credits
The Natural Environment (GEOG 101)	3
Electives, as above	15

Admission Procedures

The department admits students 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 or three typed, double-spaced pages.

Major Requirements

A total of 186 credits are required for the baccalaureate degree. These must include 57 to 60 credits taken to satisfy major requirements in PPPM. Students are expected to complete the Arts and Letters group requirements in addition to departmental requirements. The major in PPPM is organized into four parts: a common core, a concentration area, a field placement, and a senior research paper.

Core. The core curriculum requirement is 21 credits, distributed as follows: Introduction to Planning and Public Policy (PPPM 301), Community Problem Solving (PPPM 320), Public Service Management (PPPM 322), Public Service Policies and Programs (PPPM 323), Quantitative Methods in Sociology (SOC 326), Experimental Course: Interpersonal and Group Problem Solving (PPPM 410). Other courses may be substituted for SOC 326 with permission of the faculty adviser.

Concentration. The program requires 18 credits 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 student's 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 credits 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 con-

straints; (b) developing human systems in a manner as benign and compatible as possible with the natural environment; and (c) resource conservation so that economic opportunity and our rich natural heritage can be enjoyed by future generations.

Required courses. 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 credits in Supervised Field Study (PPPM 409). Students are also required to take the 3-credit course Theory-Practice Integration (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 credits, depending on its scope and the amount of effort required to address the question meaningfully.

Minor Requirements

The department offers a minor of special value to students majoring in social sciences and humanities. Through the minor, students can enhance their undergraduate education by including preparation for a variety of professional occupations and graduate study. The minor can provide a professional applied context for the knowledge, theories, and methods of the student's major discipline.

Students may apply for admission to the minor program in planning, public policy and management for the term in which they will achieve upper-division standing. Application materials are available in the department office. The minor requires 24 credits, distributed as follows:

Core Courses	15 credits
Introduction to Planning and Public Policy (PPPM 301)	3
Community Development (PPPM 320)	3
Public Management (PPPM 322)	3
Public Service Policy (PPPM 323)	3
Introduction to Public Law (PPPM 357)	3
Electives	9 credits
Three courses from a department-approved list, including the following:	
Seminar: Community and Regional Development (PPPM 407G)	3
Seminar: Introduction to Environmental Studies (PPPM 407G)	3
Seminar: Natural Resource Policy (PPPM 407G)	3
Community Organization and Social Planning (PPPM 447M)	3
Public Financial Administration (PPPM 450M)	3

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 Planning Analysis I (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 credits per term. Students may petition to transfer up to 15 graduate credits taken prior to admission to the planning program. Such petitions must be submitted during the first term in the program.

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 departmental admission secretary.

The Planning Curriculum. A total of 72 credits beyond the baccalaureate degree is required for the M.U.P., of which 36 must be taken within the program. The remaining 36 credits may be taken within or outside the department, including outside the University, depending on the student's goals.

Students are expected to enroll for six regular terms with an average load of 12 credits 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 credits for approved internship activity.

The following courses are required for the M.U.P. degree:

Community Planning Workshop (PPPM 508), 6 credits, 3 each term; Introduction to Urban Planning (PPPM 511), 3 credits; Planning Theory (PPPM 515), 3 credits; Planning Analysis I (PPPM 530), 3 credits; Student-Faculty Research (PPPM 590), 2 credits, 1 each term; Thesis (PPPM 503) or Terminal Project (PPPM 504), up to 10 credits; Seminar: Legislative and Administrative Procedures (PPPM 507), 3 credits, or Legal Issues in Planning (PPPM 518), 4 credits, or Planning Legislation (PPPM 522).

The remaining required credits, including the 36 elective credits, 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 credits are generally required to receive either degree, usually accomplished in approximately two years (twenty-four 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 credits in each of the six curricular areas in the common core for a total of 18 credits. Twelve of these 18 credits must be in departmental graduate courses.

MANAGEMENT PROCESSES. In the management processes area, students must enroll for a minimum of 12 graded credits. These 12 credits must include one course in budgeting and one in financial management systems, one in personnel management and labor relations, and one in legal context of public affairs.

Course work is designed to enhance competence in particular public management processes, such as public finance and budgeting, public personnel management, public law, grant writing, program development, 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 credits in their chosen field of concentration. More than one area of concentration may be developed. Students may take concentration-area courses either graded or Pass/No pass (P/N).

Examples of concentration areas 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 credits, students review their progress with their advisers. Career goals are also reviewed, and additional courses or educational experiences such as special projects are recommended. An appropriate field internship and the nature of the exit project are also agreed upon.

EXIT PROJECTS. Each student is required to write a thesis, issue paper, or policy paper to complete degree requirements. Nine credits are awarded for a thesis, 3 for an issue or policy paper.

SUPERVISED FIELD INTERNSHIP. Students are required to undertake the equivalent of a six-month (two-term) supervised field internship 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 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 credits in other courses. Supervised Field Study (PPPM 509) is arranged through PPPM's field coordinator and is offered P/N only.

Preservice students may secure up to 24 credits for their six-month internships, although only 12 may be used to satisfy degree requirements. In-career students receive 12 credits for their internship. Students must be enrolled for a minimum of 3 credits each term they are involved in a supervised internship.

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 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 (GTFs) are offered to approximately twenty students each year. Each fellowship includes a stipend of approximately \$748 and a waiver of tuition and fees for one or more terms. GTFs are required to register for a maximum of 12 credits. Normally these assistantships are awarded to 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.

Interdisciplinary Program in Environmental Studies

An interdisciplinary master's degree focusing on environmental studies is offered through an individualized program of the Graduate School. Graduate courses in geography; planning, public policy and management; biology; and economics (among others) comprise the program.

Address inquiries to John H. Baldwin, Director, Environmental Studies Program, 156 Hendricks Hall, University of Oregon, Eugene, Oregon 97403. See also, in the Graduate School section of this catalog, Interdisciplinary Studies: Individualized Program—Environmental Studies.

Courses in Planning, Public Policy and Management (PPPM)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit
Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

Upper-Division Courses

301 Introduction to Planning and Public Policy (3)

Strategies for promoting development, managing resource utilization, and assisting public institution service and facility planning and management. Historical review of planning, public policy and management, and assessment of professional roles in these areas.

320 Community Development (3) Community development as it facilitates social, economic, and political changes. Topics include dynamics of community change; community organizing for identifying and solving problems in human service delivery, economic development, and facilities planning; partnerships among government, business, and citizen groups.

322 Public Management (3) Theories relevant to the effective management of large and small organizations which deliver services to the public. Assumes students have completed general PPPM prerequisites.

323 Public Service Policy (3) The various roles and processes in policy formulation, implementation, and evaluation; needs, issues, and problems relevant to social programs and policy. Prereq: two courses in American government or politics, two in introductory economics.

357 Introduction to Public Law (3) Administrative law for public administrators, including introduction to legal research. Covers formal and informal administrative procedures, implementation of policy through administrative law, judicial review, and topics pertinent to practical applications in a public agency setting.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 (M) Research (Arr)

403 (M) Thesis (Arr)

405 (M) Reading and Conference (Arr)

406 Special Problems (Arr)

407 (G) Seminar (Arr) Recent topics include Community Economic Development, Cost-Benefit Analysis, Forest Policy, Grant Writing, Managing the Modern City, Policy and Planning Communication, Natural Resource Policy, and Cutback Management.

408 (G) Workshop (Arr) Recent topics include Public Sector Marketing, Personnel and Affirmative Action, Program Planning, and Career Management for Women.

409 (M) Supervised Field Study (Arr) 12 credits maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: instructor's consent.

410 (G) Experimental Course (Arr) New courses are taught under this number. See the *Time Schedule of Classes* for current titles.

411, 412 (M) Theory-Practice Integration (3,3) Organization, character, and conduct of community and public agency programs as a link between theoretical concepts and participation in supervised field study. Prereq: instructor's consent.

447 (M) Community Organization and Social Planning (3) 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. Class projects analyzed. Prereq: PPPM 320.

450 (M) Public Financial Administration (3) 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.

454 (M) Public Management (3) Nature of the public manager's role in a complex society. Focus on achieving public organizations that are humane, productive, and responsible. How to manage public organizations to emphasize effective use of human resources and implementation of modern planning, organizing, supervising, and controlling systems.

457 (G) Legal Issues for Public Administrators (3) 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.

458 (G) Policy Development and Evaluation (3) 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 1984-85.

460 (G) Public Personnel Administration (3) Principles, issues, and practices of public personnel administration. Staffing, career systems, leadership, accountability, collective bargaining, and training.

461 (G) Citizen Participation (3) Role 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.

463 (G) Management of Metropolitan Areas (3) Efforts to improve local government performance through greater coordination, cooperation, and integration of organizations involved in planning, financing, production, and delivery of public service. Policy making and management processes in metropolitan areas; contemporary metropolitan problems and proposals for their resolution; alternative ways of delivering public services in metropolitan areas.

465, 466 (G) Management of State and Local Government (3,3) Management of state and local governments for improved performance. Policy making and management processes within American state and local governments; federal, state, and local intergovernmental relationships; state and local government organizational features, management, program responsibilities, and performance.

469 (G) Intergovernmental Relations (3) Legal, fiscal, and administrative relationships among the federal, state, and local levels of government in the United States. Special attention to the grant-in-aid system, political responses to the division of governmental powers in the federal system, and implications for public management.

Graduate Courses

501 Research (Arr)

503 Thesis (Arr)

504 Terminal Project (Arr)

505 Reading and Conference (Arr)

506 Special Problems (Arr) Department majors may receive up to 6 credits for intern work in approved planning positions.

507 Seminar (Arr) Topics vary from year to year; recent topics include Fiscal Impact Analysis, Legislative and Administrative Procedures in Planning, Economic Diversification, Energy Policy Planning, Neighborhood Development, Advanced Program Evaluation, Advanced Public Finance Management, Policy Evaluation, and Program Evaluation.

508 Community Planning Workshop (6) Design and execution of cooperative planning endeavors. Topics vary from year to year. Students are responsible for (1) defining problems; (2) determining appropriate research methods; (3) identifying the groups which promote or resist change; (4) testing alternative problem solutions; (5) preparing a final plan or product for presentation to the client. Approximately ten planning studies are developed through this course each year.

509 Supervised Field Study (Arr) 12 credits maximum per term. Faculty-supervised participation in the activities of public or private community agencies and organizations; coordinated instruction. Prereq: instructor's consent.

510 Experimental Course (Arr) 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. Students may enroll in no more than six short seminars per year. P/N only.

511 Introduction to Urban Planning (3) Fundamentals of the urban planning profession; relates the need for planned change to the concept of urbanization and its explanation, extent, and resulting forms. Concepts and functions of the planning process as they relate to the social, economic, political, and environmental aspects of communities and regions.

515 Planning Theory (3) Fundamental bases and logic of the planning process and its basic terms and concepts; major contributions to urban planning's search for a theory; relationship of planning to the political process and rational decision making.

517 Regional Planning (3) Theory and practice of regional planning. Substate regional analysis and the development of regional policies and plans as these relate to the natural and human resource base of the Pacific Northwest.

518 Legal Issues in Planning and the Environment (4) Legal issues related to land use planning and regulation. Constitutional law issues (taking, due process, equal protection), statutory constraints (antitrust, civil rights), and procedural aspects of planning and zoning. Basic legal research.

520, 521 Applied Research Methods I, II (3,3) 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.

522 Planning Legislation (3) The various federal and state laws governing the planning function, and regulating programs, land use, and development. Prereq: PPPM 518 or instructor's consent.

523 Legislative and Administrative Procedures (3) Major legislative and administrative legal issues of concern to planners and public managers.

524 Public Organization Theory (3) Evolution of thought on organizations in the 19th and 20th centuries; 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; assessment of organizations; human behavior in organizations, interdependence and resource control; discretion, risk, and decision making.

525 Politics and Planning (3) 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.

526 Environmental Issues in Planning (3) 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.

527 Environmental Analysis in Planning (3) The development, requirements, and impact of the National Environmental Policy Act on agency decision making. Agency requirements, legislation, and regulations affecting environmental problems. Short- and long-term impact, techniques of analysis, nonquantifiable considerations, and social challenges to the process. Critique and preparation of environmental impact statements.

528 Public Financial Management (3) Public financial models and information systems; federal financial system issues; intergovernmental transfer policy and practices; state and local government financial issues; financial decision making including incentives and risks.

529 Public Budgetary Systems (3) 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.

530 Planning Analysis I (3) 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; selected analytic models, including population projections and cost-benefit analysis. Open to nonmajors with instructor's consent.

531 Planning Analysis II (3) Research methods and techniques used in urban planning. Collecting, analyzing, forecasting, and application of population, employment, economic base, land use, and transportation information. Budget, time, uncertainty of data, and other limitations imposed upon research activity. The use of computers and models in planning. Prereq: PPPM 530 or instructor's consent.

532 Public Law (3) Public law of the United States. Legislation, administrative rule making and implementation of the law, judicial institutions and processes, case law, and the legal profession. How to conduct research in law and government-documents libraries.

536 Public Policy Analysis (3) Analyzing the feasibility and desirability of public policies. The appropriate use of various techniques in the policy-making process. 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.

539 Public Affairs and Social Change (3) Theories of planned social, community, and organizational change. Social, economic, political, and legal factors affecting planned change; government efforts to facilitate and manage change. Strategies for future change.

540 Land Use Planning I (3) Land use planning in urban, rural, and connecting environments. Functions, distribution, and relationships of various land uses along with the social, economic, fiscal, and physical consequences of alternative land use development patterns.

541 Land Use Planning II (3) Advanced application of principles and concepts of physical planning and design problems. The social, economic, fiscal, and physical consequences of alternative land use development patterns. Sources of basic information for physical design, formulation of a physical design program, preparation of solutions to problems, and presentation techniques. Prereq: PPPM 540 or instructor's consent.

544 Human Behavior in Public Organization (3) Integrates social science knowledge about people at work. Focus on the concepts of human behavior important to managerial problems in the public sector.

545 Urban Design (3) The role of urban design in the planning process. 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 nonmajors with instructor's consent.

548 Public Management Accountability (3) Development of accountability processes and norms in government in the late 19th and 20th centuries. 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, ethical and value issues; incentives and risk behavior in public organization.

550 Social Issues in Planning (3) 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.

552 Public Land Law (4) The legal and sociopolitical issues involved in public land management.

554 Advanced Public Management (3) The public manager's role in relation to organizational politics, solving problems and making decisions, group dynamics, motivation and leadership, supervision, communication, evaluation, and managerial effectiveness.

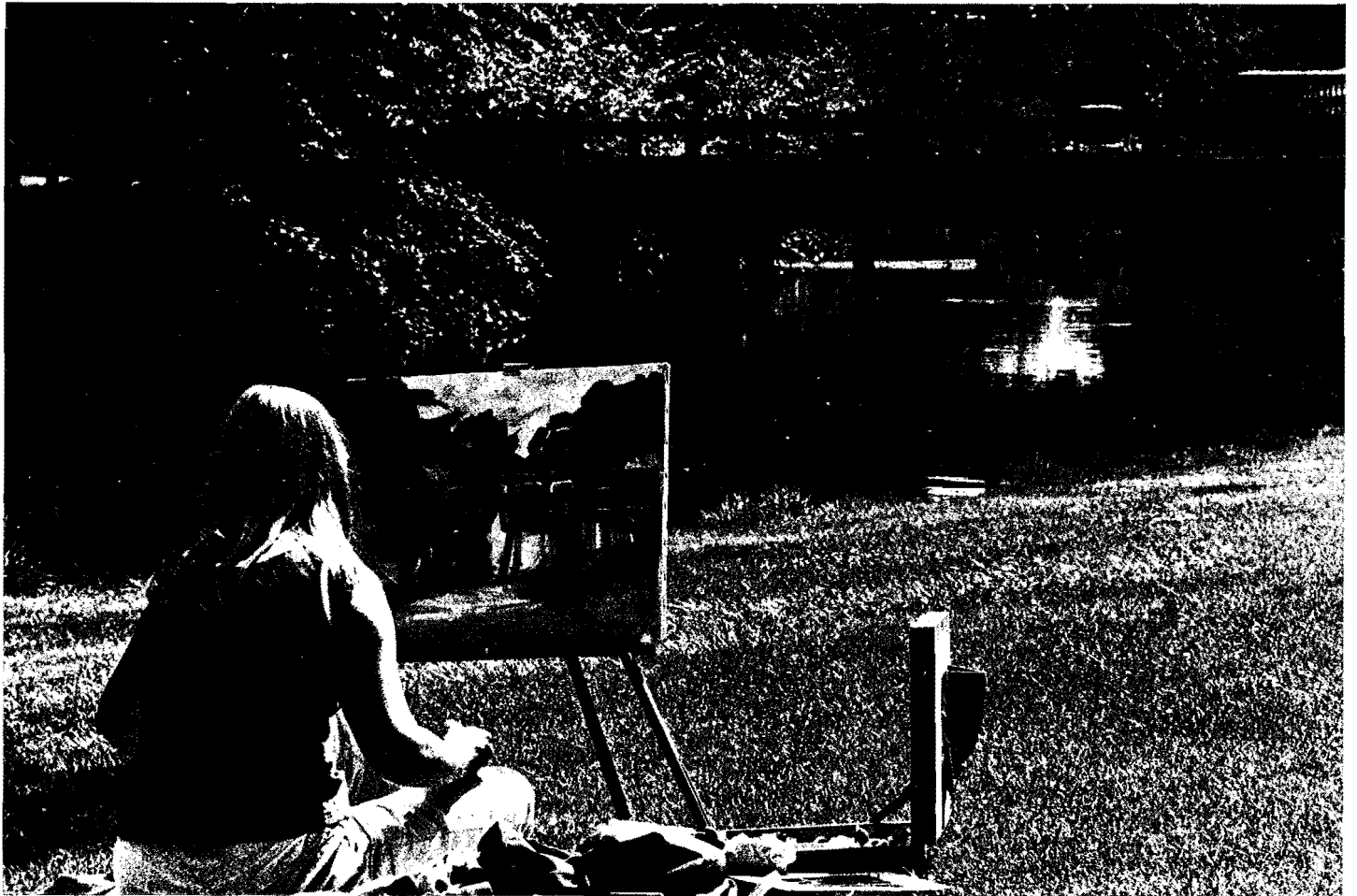
555 Housing and Urban Renewal (3) American housing and its formative processes as they relate particularly to community welfare. The relationship of housing to urbanism and planning; functioning of housing markets and the house-building industry; housing controls; use of various methods and programs for improving housing in the community. Prereq: instructor's consent.

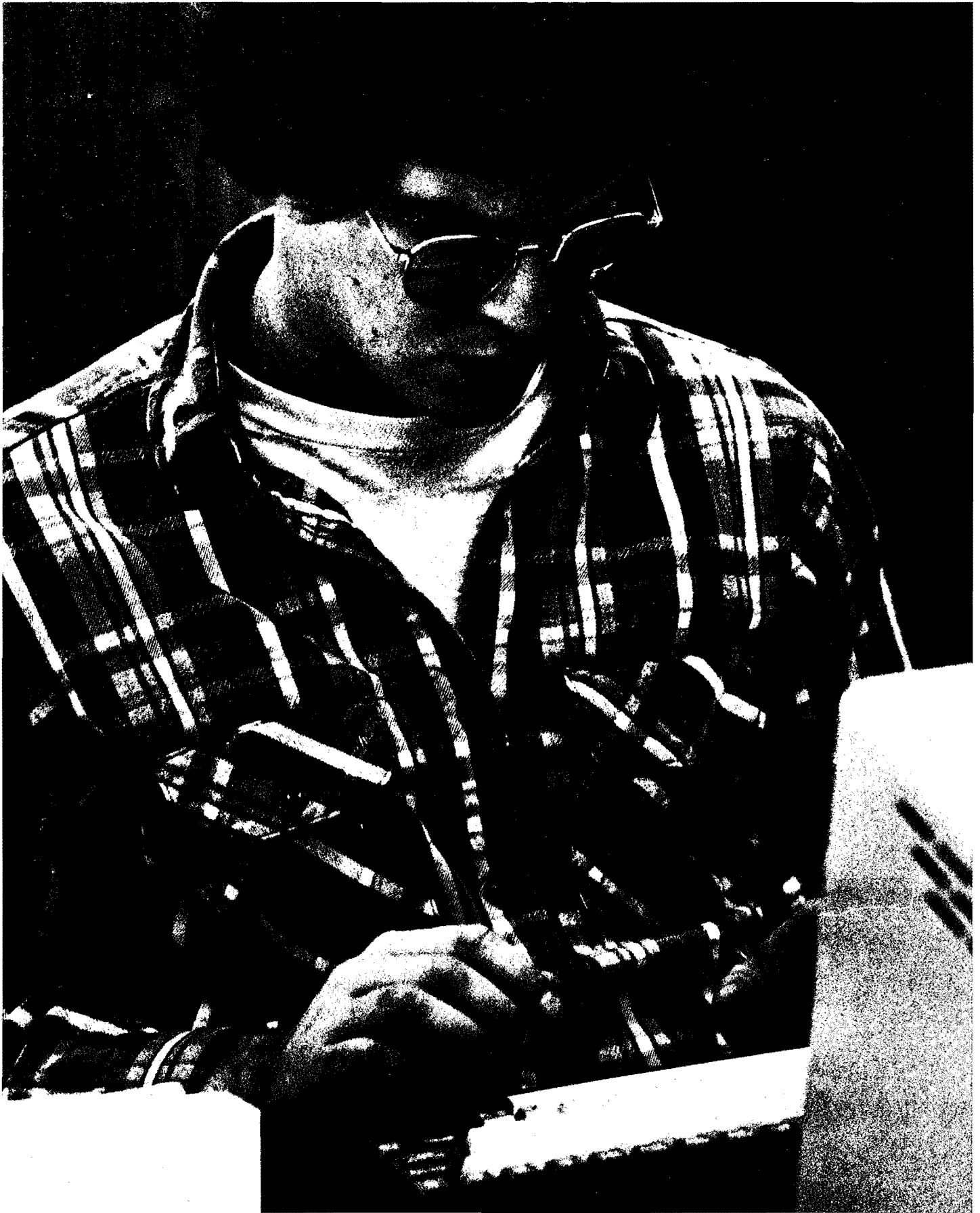
556 Housing Planning (3) Integration of housing and planning activities so that housing issues may be approached through a comprehensive process-oriented methodology. The preparation of housing element and assistance plans, market analysis, survey techniques, and information base. Prereq: PPPM 555 or instructor's consent.

558 Tourism and Recreation Resources Planning (3) 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. Prereq: introductory planning course or instructor's consent.

560 Urban Development (3) The development of commercial, industrial, and residential areas, from the viewpoint of the developer and planners. Feasibility and environmental impact studies undertaken by students to better understand the economic, political, and environmental aspects of urban development.

590 Student-Faculty Research (1-2R) Presentation by advanced master's degree candidates of designs and conclusions resulting from thesis research projects.





Business Administration

268 Gilbert Hall
Telephone 686-3300
James E. Reinmuth, Dean
Richard M. Steers, Associate
Dean for Academic Affairs

The College of Business Administration (CBA) offers programs of study leading to baccalaureate, master's, and doctoral degrees in accounting, decision sciences, finance, marketing, and management, and an interdisciplinary master's degree in industrial relations. All programs are designed to provide a broad education in both business management and societal issues that is essential for responsible administrative, research, and technical careers in business, government, and education.

To ensure such an education for its students, the college requires that undergraduate majors take approximately 60 percent of their work outside the college. Within the college, professional courses treat subjects affecting firms and organizations and their responsibilities to the owners, employees, customers, and society in general.

The instructional programs of the college are offered in the Undergraduate School of Business and in the Graduate School of Management, which operates under the general direction of the Graduate School of the University.

The College of Business Administration was established in 1914. Its undergraduate program was accredited in 1923 and its graduate program in 1962 by the American Assembly of Collegiate Schools of Business. Details of master's and doctoral programs may be found in the Graduate School of Management section of this catalog.

Business Student Societies

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.

CBA Computing Laboratories

The college maintains three computing laboratories, located in the west wing of Gilbert Hall, for instruction and research. The Bohemia Computing Laboratory contains HP-86 and HP-150 microcomputers, the McKay Instructional Laboratory contains IBM-PCs, and the terminals laboratory contains remote terminals linked to the IBM 4341 and the DEC 1091.

Students wanting to use these facilities must be currently or previously enrolled in Colloquium: Business Computing Workshop (DSC 508). This 3-credit Pass/No pass (P/N) course provides an overview of hardware and software, with tutorial



assistance available in operating the various systems. The course is required of all CBA majors, minors, and graduate students and should be taken as early as possible in their programs. It can be repeated for credit but does not count toward degree requirements.

Study Abroad Programs

The college maintains exchange relationships with several foreign universities that provide students with opportunities to study business management abroad. There are study abroad business programs currently available at the University of Copenhagen (Denmark), University of Nijmegen (Holland), University of Stuttgart (West Germany), and Aoyama Gakuin University (Japan). In all programs except Stuttgart's English is the primary instructional language; Stuttgart courses are taught in German. In addition, the college sponsors a six-week summer school program in cooperation with the SANNO Institute of Business Administration in Tokyo, Japan. This program focuses on Japanese business management.

Students interested in careers in international business are particularly encouraged to take advantage of one of these programs. Additional information is available in 271 Gilbert Hall.

Research

The College of Business Administration faculty's active interest in research is manifested by the research centers incorporated in its organizational structure. The amount of activity within these centers varies, depending on available university funds as well as grants and contracts from foundations, government agencies, and the business community.

Division of Research Richard M. Steers, Director

The Division of Research facilitates and supports research in business and related fields. Assistance is provided in identifying research opportunities, funding sources, and other requirements for both basic and applied business research.

In addition, internal support is provided on a limited basis for college research projects to improve both organizational effectiveness and the quality of employees' working life. Several publications and working papers on various business management topics are issued each year by the five academic departments.

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 in the Research section of this catalog.

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 in the Graduate School of Management section of this catalog.

Center for International Business Studies

This center has three chief objectives: (1) to encourage greater interest in world affairs and international business problems among all students of business administration; (2) to stimulate faculty and student research in international aspects of business and related areas; and (3) to develop among students and faculty a greater awareness of the influence of the world cultural fabric on business and economics. The center coordinates study abroad programs in Denmark, Japan, The Netherlands, and West Germany.

Office of External Affairs

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.

Undergraduate School of Business

271 Gilbert Hall
Telephone 686-3302
Donald E. Lytle, Director of Undergraduate Programs

To earn a degree in the Undergraduate School of Business, a student must be admitted as a major and complete one of the major subject areas offered: accounting, decision sciences, finance, management, or marketing; and, except for accounting majors and students double majoring within the College of Business Administration, complete a secondary subject area option.

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 a field of business administration is not eligible for another such degree at the baccalaureate level.

A student may not receive two degrees simultaneously (e.g., a B.A. and a B.S.), but it is possible to double major under the same degree either within the Undergraduate School of Business or in another major area. Students must satisfy the upper-division core and major requirements in effect when they are admitted as majors or when they apply for graduation. The requirements chosen must be met in their entirety; they cannot be combined.

Admission Requirements

Admission to the College of Business Administration as a major is possible after junior standing has been attained; however, students intending to major in a business field (accounting, decision sciences, finance, management, marketing) should declare prebusiness as a major until preadmission requirements have been met. Prebusiness status, however, does not guarantee admission as a major in a field of business.

The college has an undergraduate-major enrollment limit of 700 students. As resources become available, this figure will be adjusted to accommodate additional qualified applicants. Current information on enrollment limits, grade point average (GPA) requirement, and other details is available in 271 Gilbert Hall.

To be eligible for admission as a major, a student must have completed University writing requirements, the College of Business Administration's Conceptual Tools Core (see below), and at least three of the required six courses in each general University group. At least 90 credits must be earned of which a minimum of 60 must be graded, including specified mathematics, economics, and business courses in the Conceptual Tools Core. A minimum GPA of 2.75 in all college-level work attempted and 2.50 in specified core courses is required to be eligible to apply for major status. The GPA is based on all graded courses completed. If a graded course is repeated, both courses are counted in computing GPA;

however, credit is given only once. If a course required to be taken graded is taken P/N, instead, a P is treated as a C and an N is treated as an F for GPA calculations.

If the number of eligible applicants exceeds available spaces, admission priority will be based on GPA in the required Conceptual Tools Core courses. In cases of equal ranking in core GPAs, overall GPA will determine selection priority. All preentry requirements must be met prior to final admission. **Note:** Students may not register for upper-division business courses before completing the admission process or obtaining a waiver. A student will not be awarded a degree without having been formally admitted as a major.

Application Procedure

To be considered for admission as a major, students must apply prior to the term deadline. Application periods are as follows: fall term: April 1-21; winter term: October 1-21; spring term: January 1-21. Late applications will not be accepted.

Applicants must have completed all business, economics, and mathematics courses in the Conceptual Tools Core and must be completing all entry requirements during the term in which they apply. If applicants for fall term admission are completing required courses during summer session, their applications will be held until summer grade reports are received. Final admission is contingent on satisfactory completion of all preadmission requirements.

Transfer Students

Transfer students who will have completed all preadmission requirements prior to transfer should apply to the University Office of Admissions at least one term prior to their intended term of transfer. When admission is confirmed, application must be made to the College of Business Administration for admission before the appropriate deadline. To ensure timely processing, copies of supporting transcripts should accompany this application. Students transferring before admission requirements have been met will be admitted as prebusiness majors and should apply as resident students when requirements are complete.

When there are significant changes in admission requirements, the effective date for transfer students is normally one academic year after the policy first appears in the *University of Oregon General Catalog*.

Continuous Progress

If a student does not attend the University for three academic terms or more (excluding summer session) after being admitted as a major, he or she must reapply for admission. This requirement does not apply to students on recognized exchange programs or students who are granted a leave of absence by the college. Such leave must be requested prior to the end of three academic terms of inactive status and is normally approved for no more than three additional terms.

Petitions

Applicants who have been denied admission to the college have the right to petition, but the guidelines for petition approval are stringent. The granting of petitions is not routine or automatic and is based primarily on strong

recent academic performance. Petition forms are available in 271 Gilbert Hall. Petitions are reviewed by the Undergraduate Programs Committee and the Director of Undergraduate Programs, and petitioners are notified by mail of the outcome.

Second Baccalaureate Degree

Students who have a baccalaureate degree in another discipline and want a second degree in a field of business must be admitted to the University as a postbaccalaureate student. Transcripts of all previous college work must be provided to the college and an official transcript showing receipt of prior degree must be sent to the Office of Admissions. A student dropped from the master's program because of inadequate grades is not eligible for a second baccalaureate degree. Criteria for admission to upper-division courses are the same as for first degree candidates.

Second-degree students must complete the same upper-division requirements as first-degree candidates. The business, mathematics, economics, and computer literacy requirements in the Conceptual Tools Core must be completed or waived by prior course work before a student may enroll in upper-division courses. If a student's native language is not English, a minimum score of 550 on the TOEFL examination is required. The Second Baccalaureate Degree section of this catalog, under **Registration and Academic Policies**, lists University requirements for a second baccalaureate degree; the college advising office distributes information concerning College of Business Administration requirements.

Degree Requirements

To receive a degree from the College of Business Administration, a student must be an admitted major in good academic standing with the college and the University. Two sets of requirements must be completed: general University requirements and College of Business Administration requirements. The college is firmly committed to an undergraduate degree program in business that is based on a solid foundation in the arts and sciences. College of Business Administration majors, although in a professional school, must meet the same group requirements as students in the College of Arts and Sciences and must qualify for either the B.A. or the B.S. degree. Students should refer to the **Registration and Academic Policies** section of this catalog for specific requirements for baccalaureate degrees and for general University and group requirements.

College of Business Administration Requirements

Conceptual Tools Core. The following courses or their equivalents must be taken prior to admission as a major in the College of Business Administration.

Introduction to Economic Analysis (EC 201, 202); Introduction to Accounting (ACTG 221); Managerial Accounting (ACTG 260); Introduction to Law (BE 226); Calculus for the Nonphysical Sciences (MTH 207, 208, 209); three courses selected from sociology, psychology, and anthropology courses listed in the social sciences group; a fundamentals of speech course; Introduction to Business Information Processing (CIS 131).

Computer Literacy. Computer literacy is required for all business students. Computer literacy is defined as the ability to run software packages on a microcomputer with minimal tutorial assistance and to run standardized software on a mainframe computer. The college advising office maintains a list of acceptable courses to meet the computer literacy requirement.

In view of limited college and University computing facilities, business students may want to purchase or lease a microcomputer. Such purchases are not required, and neither the college nor the University endorses any particular manufacturer or vendor. Students who plan to purchase or lease a microcomputer are urged to contact the college advising office concerning minimum specifications and compatibility with college hardware.

Upper-Division Core. The following courses (3 credits each) are required of all majors: 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); Business Statistics (DSC 330); Concepts of Production/Operations Management (DSC 335); Business Enterprise and Social Responsibility (BE 425); Business Policy and Strategy (MGMT 453).

Residence Requirement. Students must take 45 upper-division credits in business, of which 36 must be taken on campus. Nine credits may be transferred from other accredited institutions, independent study, or approved courses in other departments.

Studies in Business and Economics. Students must take at least 75 credits in business and economics. These courses must be in the College of Business Administration or the economics department or be approved by the college.

Studies in Other Disciplines. Students must take at least 111 credits in nonbusiness and noneconomics courses.

Majors. Each student must complete a major as specified by each department. Majors are in accounting, decision sciences, finance, management, and marketing. See the appropriate departmental sections of this catalog for specific course requirements.

Secondary Subject Area. Each major, except accounting majors and students working toward a double major within the college, must complete a secondary subject area consisting of three courses (9 credits) selected from a 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

1. All courses used to satisfy a major subject area requirement must be taken for grades and passed with grades of C- or better.
2. Courses in the upper-division core must be passed with grades of C- or better.
3. Equivalency is not given by the college for any transfer course in which a D was received.

Please see the **Registration and Academic Policies** section of this catalog for details on the University grading system.

Business Minor Requirements

Beginning fall 1984, subject to availability of adequate institutional resources, the college will offer a minor program in business administration. The minor is intended for students majoring in other disciplines who want courses in basic business management, and it is divided into lower- and upper-division sections. The lower-division courses must be completed before students may enroll in upper-division courses.

The requirements are as follows:

Lower Division. Introduction to Economic Analysis: Microeconomics (EC 201) and Introduction to Economic Analysis: Macroeconomics (EC 202), a 4-credit calculus course, an introductory statistics course, Introduction to Accounting (ACTG 221) and Managerial Accounting (ACTG 260), Introduction to Law (BE 226).

Upper Division. Financial Management (FINL 316), Marketing Systems and Demand Analysis (MKTG 311), Management and Organizational Behavior (MGMT 321), two business electives. Students intending to pursue a minor in business administration must declare their intent to the college advising office, 271 Gilbert Hall, and pick up a requirements checklist prior to beginning lower-division minor courses. After completing the lower-division courses and attaining junior standing, students must apply for upper-division minor admission through the advising office.

In order to be admitted into the upper-division courses, students must have a 2.75 overall GPA, a GPA of 2.50 in the lower-division minor courses, and junior standing. All lower-division minor courses must be taken for grades. Students meeting the above requirements may register for upper-division minor courses if they have fulfilled all course prerequisites. Students will only be allowed to register for the two required courses. A C- (or P) is the minimum acceptable grade in upper-division courses. When upper-division requirements have been completed, students should go to the college advising office for certification of the minor in business administration.

Student Advising

The college advising service for business students is in 271 Gilbert Hall. Current information about admission and degree requirements for majors in the College of Business Administration and the business administration minor is available there. A bulletin board outside this office contains announcements concerning policy, upcoming activities, scholarships, and other information of interest to all business and prebusiness students. Students will be held responsible for information posted on this board and should check it once a week to ensure that they have the latest information, or they risk missing important events and policy changes.

Peer advisers as well as college staff are available in the advising office to assist in planning programs, answering questions, and tracking progress toward graduation or admission as a major. Students should check with the advising office at least once a year to ensure that requirements are being met.

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.

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.

Emeritus

John W. Soha, M.B.A., Associate Professor Emeritus. B.B.A., 1936, Puget Sound; M.B.A., 1950, Michigan. C.P.A., Washington.

Accounting Curriculum

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.

The department has faculty advisers to assist in curricular or career planning. Names of advisers are available in the department office. Also available is a handout on undergraduate advising which answers commonly asked questions about the program and should be read prior to meeting with an adviser.

In addition to College of Business Administration entrance requirements, permission to enroll in accounting courses numbered ACTG 350 and 360 is contingent on receiving an A or B grade in ACTG 221, 222, and 260 (or equivalents as approved by the accounting department). Petitions will be considered from other applicants.

After admission to the accounting major, a student earning repeated grades or marks of D, W, or drop without grade, or of F, Y, or N, is normally disqualified from further study in accounting. A 2.00 grade point average (GPA) in upper-division accounting courses taken at the University is required for graduation as an accounting major.

Major Requirements

In addition to the general requirements of the college, the requirements for a major in accounting total 40 credits, including at least 24

upper-division accounting credits in residence, distributed as follows:

Financial Accounting (ACTG 222); Accounting Cycle (ACTG 307); Financial Accounting Theory (ACTG 350, 351, 352); Cost Accounting (ACTG 360); at least 18 credits in permanently numbered 400-level elective accounting courses, and 6 credits of 400-level course work in decision sciences.

When accounting is selected as a secondary subject area, 9 credits are required, distributed as follows: 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 in Accounting (ACTG)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

221 Introduction to Accounting (3) Financial statements prepared by accountants; emphasis on reports to stockholders and other investors. A one-term terminal course in financial accounting. Prereq: sophomore standing.

222 Financial Accounting (3) Continuation of ACTG 221. Problems faced by the financial accountant in: determining figures to be reported for monetary and nonmonetary assets; problems in reporting liabilities and ownership interests; analysis of financial statements. Prereq: ACTG 221, sophomore standing.

260 Managerial Accounting (3) Introduction to development, presentation, and interpretation of accounting data to aid management in planning and controlling operations. Prereq: ACTG 221, MTH 208, sophomore standing.

Upper-Division Courses

307 Accounting Cycle (1) A practice set which involves the full cycle of accounting work. Recording transactions in the accounting system, posting, summarization, and reporting in financial statements. Prereq: ACTG 222.

350, 351, 352 Financial Accounting Theory (3,3,3) Financial statements provided to investors; accounting recording and reporting techniques and procedures. Basic accounting principles and concepts underlying valuation and income determination. Must be taken in sequence. Prereq for 350: ACTG 222, 260, junior standing, and instructor's consent; prereq for 351: ACTG 350; prereq for 352: ACTG 351. A course entry form must be filed prior to registration in 350.

360 Cost Accounting (3) Development, presentation, and interpretation of cost information for management; methods of data collection and display; problems of cost allocation; standard costs for control. Prereq: one year of college mathematics, CIS 131, DSC 230, ACTG 222, 260, junior standing. A course entry form must be filed prior to registration.

381 Professional Accounting Environment (3) 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. Prereq: junior standing; pre- or coreq: ACTG 350. P/N only.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr)

409 Practicum (1-2)

410 Experimental Course (Arr)

411 (G) Introduction to Income Taxation (3) Income tax law with emphasis on taxation of individuals, familiarity with income tax procedures, introduction to tax research. Prereq: ACTG 260, senior standing.

412 (G) Federal Income Tax Procedure (3) The taxation of corporations and shareholders. Federal tax law and its inherent uncertainties; advanced tax research. Prereq: ACTG 411, senior standing.

420, 421 (G) Management Information Systems (3,3) Theory of accounting information systems; the role of information in modern organizations, general systems design considerations, and data-base design, accounting control, and auditing. Modern data processing technology. Prereq: ACTG 260, CIS 131, senior standing or instructor's consent. 421 not offered every year.

430 Accounting in Nonprofit Organizations (3) 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. Prereq: ACTG 222, 260, junior standing. Not offered every year.

440 (G) Introduction to Auditing (3) Financial statement examinations, audit process and environment, the audit profession, professional standards, and audit sampling. Prereq: senior or graduate standing; pre- or coreq: ACTG 352 or 531.

441 (G) Auditing Concepts and Procedures (3) Practical applications of auditing concepts; evidence, selection, evaluation and documentation. Emphasis on audit programming and strategy in an EDP environment. Prereq: ACTG 440.

450 (G) Advanced Accounting (3) Contemporary issues in financial reporting. Recognition, measurement, and display problems of diverse entities, including corporate combinations. Impact of standards and of regulations. Prereq: ACTG 352 or 531, senior or graduate standing.

451 (G) Special Topics in Accounting (3) Contemporary topics of accounting research. Content varies depending on interests of students and of instructor. Prereq: ACTG 450. Not offered every year.

460 (G) Cost Analysis (3) Use of accounting information for managerial decision making, planning, and control. Prereq: ACTG 360, CIS 131, senior or graduate standing.

480 (M) Problems in Professional Accounting (3) Contemporary topics in professional accounting practice. Content varies depending on interests of students and instructor. Prereq: instructor's consent. Not offered every year.

Note: 500-level courses are listed under the Graduate School of Management.

Decision Sciences

209D Gilbert Hall

Telephone 686-3377

Larry E. Richards, Department Head

Faculty

Paul M. Bobrowski, Ph.D., Assistant Professor. B.S., 1972, M.S., 1976, Purdue; Ph.D., 1984, Indiana.

Robert T. Clemen, Ph.D., Assistant Professor. B.A., 1973, M.B.A., 1981, Colorado; Ph.D., 1984, Indiana.

Sergio Koreisha, D.B.A., Assistant Professor. B.S., 1974, M.E., 1975, California, Berkeley; D.B.A., 1980, Harvard.

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; Dean, Business Administration. 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.

Emeritus

Arthur E. Mace, Ph.D., Professor Emeritus. B.A., 1938, Amherst; Ph.D., 1947, Chicago.

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 credits are required in addition to the general business requirements of the college. The requirements are distributed as follows (3 credits per course):

Applied Regression Analysis (DSC 435); Introduction to Management Science (DSC 445); plus three additional 400-level decision sciences courses as approved by the student's faculty adviser.

Nine credits are required for a secondary subject area in decision sciences, distributed as follows: Applied Regression Analysis (DSC 435); Introduction to Management Science (DSC 445); plus one additional 400-level course in decision sciences.

Courses in Decision Sciences (DSC)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

230 Introduction to Business Statistics (3) Statistics as a tool for making business decisions. Probability, sampling distributions, estimation theory, confidence intervals, and hypothesis testing. Prereq: MTH 208. Not offered 1984-85.

Upper-Division Courses

330 Business Statistics (3) Review and applications of hypothesis testing. Regression analysis, experimental design, time series, and nonparametrics. Prereq: MTH 209 or equivalent.

335 Concepts of Production and Operations Management (3) Planning and control of operations with respect to products, processes, equipment, and jobs. Planning, forecasting, scheduling, maintenance, and inventory activities. Prereq: MTH 208, 209 or equivalents.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 Seminar (Arr)

409 Practicum (1-2)

410 Experimental Course (Arr)

420 Applied Sampling (3) Application of sampling techniques to business problems. Simple random, stratified, cluster, systematic sampling; ratio and regression estimators. Prereq: DSC 330, MTH 208.

425 Applied Statistical Decision Theory (3) Use of probability theory and utility functions to evaluate risk, information, and alternatives in decision problems. Analysis of decision problems under conditions of uncertainty using classical and Bayesian statistics. Prereq: MTH 208, DSC 330 or equivalents.

430 (G) Applied Analysis of Variance (3) Design of experiments in business administration; models and methods for analysis of variation in measurement data including single and multifactor treatments in completely randomized and blocked designs. Prereq: MTH 208, DSC 330 or equivalents.

435 (G) Applied Regression Analysis (3) Theory of least-squares regression. Regression procedures in the elucidation of underlying relationships governing business and economic behavior. Techniques of statistical model building. Prereq: MTH 208, DSC 330 or equivalents.

440 (G) Applied Time Series Analysis for Forecasting (3) 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. Prereq: MTH 208, DSC 330 or equivalents.

445 (G) Introduction to Management Science (3) Linear and dynamic programming. Simplex method, duality theory, sensitivity analysis, principle of optimality, deterministic and stochastic dynamic programming models. Prereq: DSC 335, MTH 208.

450 (G) Advanced Management Science (3) Nonlinear programming and stochastic models. Unconstrained optimization, Kuhn-Tucker theorem, Lagrangian multipliers, Markov chains, and Poisson processes. Prereq: DSC 445, MTH 208.

455 (G) Production Systems Analysis (3) Application of management science techniques to production systems. Aggregate products planning, project planning, job scheduling, and inventory control. Extensive use of case materials. Prereq: DSC 445, MTH 208.

460 (G) Simulation of Industrial Systems (3) Model construction, validation, and tests. Design and analysis of simulation experiments; case applications in business and economics. Prereq: DSC 335, MTH 208.

470 (G) Synthesis and Design of Industrial Systems (3) Application of systems analysis and operations management to planning and design of industrial systems. Technical and economic aspects of equipment and process design. Students work in teams under faculty supervision. Prereq: DSC 455.

Note: 500-level courses are listed under the Graduate School of Management.

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 fall 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.

Wayne H. Mikkelsen, Ph.D., Associate Professor (financial management, investments). B.A., 1974, Macalester; M.S., 1978, Ph.D., 1980, Rochester.

M. Megan Partch, 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.

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.

Emeriti

Richard W. Lindholm, Ph.D., Professor and Dean Emeritus (taxation). A.B., 1935, Gustavus Adolphus; M.A., 1938, Minnesota; Ph.D., 1942, Texas.

Donald A. Watson, Ph.D., Professor Emeritus (financial institutions). B.A., 1947, M.A., 1948, Ph.D., 1951, Iowa.

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 Curriculum

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 financial analysis and decision making to the solution of business problems. Special attention is given to the relation of financial policies and operations to the functioning of business firms within the economic system.

In addition to the general requirements of the College of Business Administration, a major in finance requires 15 credits, distributed as follows:

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.

A secondary subject area in finance requires 9 credits, distributed as follows:

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. A secondary subject area in real estate requires 9 credits, distributed as follows:

Financial Management of Real Estate (FINL 341); Real Estate Finance (FINL 446); Real Estate Investment Analysis (FINL 447).

Courses in Finance (FINL)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

240 Survey of Real Estate (3) Basic buy/sell and lease transactions. Topics include the law, brokerage, financing, and administration of real estate. College of Business Administration or prebusiness majors with junior standing or above or students who have taken FINL 341 may not enroll in or receive credit for FINL 240.

281 Personal Economic and Financial Planning (3) Personal financial planning for achieving financial objectives. Alternative savings outlets including insurance, pension funds, deposits at commercial banks or thrift institutions, investment of real estate, stock and mutual fund ownership. Costs and terms of charge cards, consumer credit, bank loans, mortgages, and finance company loans. College of Business Administration or prebusiness majors with junior standing or above may not enroll in or receive credit for FINL 281.

283 The Stock Market and Investing (3) Investments and the stock market; securities and approaches to security selection. College of Business Administration or prebusiness majors with junior standing or above or students who have taken FINL 380 may not enroll in or receive credit for FINL 283.

Upper-Division Courses

311 Managerial Economics (3) Application of microeconomic tools to organizational management problems. Problems in marketing, pricing, finance, accounting, taxation and production. Emphasis on basic theoretical concepts, their empirical measurement, and their application to real problems. Prereq: EC 201, MTH 208, junior or senior standing.

314 The Financial System (3) The financial system of the U.S., emphasizing functions and behavior of financial markets and institutions. Interest rates and financial instruments. The Federal Reserve System and the impact of monetary policy on business environment. Prereq: EC 202 or equivalent, junior or senior standing.

316 Financial Management (3) Policies and practices required to plan and control the sources and uses of a firm's funds. Corporate financial policies, management of liquid assets, selection among alternative investment opportunities, funds acquisition, dividend policies, determination of the optimal debt-equity mix. Prereq: ACTG 260, junior or senior standing.

323 Taxation Topics (3) Topics in taxation and public finance including individual income, consumption, payroll, estate and gift, and property and wealth taxes. Emphasis on the economic impact of taxes and their influence on individual and business decisions. Prereq: EC 375, FINL 311, junior or senior standing.

341 Financial Management of Real Estate (3) Real estate principles and practices with emphasis on urban land-use analysis. Real property and property rights; real estate industry and markets; urban spatial structure and location analysis; land-use competition; management of real properties; subdivision and land development; financing; government policies. Prereq: FINL 316, junior or senior standing.

372 Financial Analysis (3) Tools of analysis for forecasting financial requirements, working capital management, and capital investment decisions. Prereq: FINL 316, junior or senior standing.

380 Investments (3) The economic and investment environment as it relates to security investment decisions; appraisal of investment characteristics; security analysis; determination of investment objectives; portfolio policies for individual and institutional investors. Prereq: FINL 316, junior or senior standing.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 Seminar (Arr)

409 Practicum (1-2)

410 Experimental Course (Arr)

442 Real Estate Environmental Analysis (3) Impact of economic and legal aspects of environmental and conservation legislation on land and other basic resource use and management. Effects of resource use planning. Prereq: FINL 341, or instructor's consent, junior or senior standing. Not offered 1984-85.

446 Real Estate Finance (3) Sources and use of credit for home ownership and real estate investment; instruments and legal terms of real estate finance. Mortgages, trust deeds, and land contracts; financing techniques and costs of borrowing or lending; the importance of real estate finance in a valuation framework. Prereq: FINL 341 or equivalent or instructor's consent, junior or senior standing.

447 Real Estate Investment Analysis (3) 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. Prereq: FINL 446 or instructor's consent, junior or senior standing.

462 Financial Institutions and Markets (3) Different types of financial institutions; management of assets, liabilities, and capital; description of regulatory and legal environment. Prereq: FINL 314, junior or senior standing.

463 International Finance and Investment (3) 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. Prereq: FINL 314, 316, junior or senior standing. Not offered 1984-85.

473 Advanced Financial Management (3) Topics include long-term financing decisions, valuation, and cost of capital. Prereq: FINL 372, 380, senior standing.

Note: 500-level courses are listed under the Graduate School of Management.

Management

219 Gilbert Hall
Telephone 686-3339

James R. Terborg, Department Head

Faculty

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.

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.

Peter S. Davis, Ph.D., Assistant Professor (corporate policy and strategy). B.B.A., 1973, Appalachian State; Ph.D., 1984, South Carolina.

Gregory S. Hundley, Ph.D., Assistant Professor (industrial relations, human resource economics, wages and benefits). B.Com., 1972, Western Australia; Ph.D., 1981, Minnesota.

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.

Pamela C. Maret, Ph.D., Assistant Professor (industrial relations, human resource management). B.A., 1972, Michigan State; M.A., 1977, Clemson; Ph.D., 1982, Tennessee.

Alan D. Meyer, Ph.D., Assistant Professor (organizational theory and behavior, organizational design). B.A., 1968, M.B.A., 1970, Washington; Ph.D., 1978, California, Berkeley.

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.

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, organizational behavior). 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.

Adjunct

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.

Emeriti

Edwin F. Beal, Ph.D., Professor Emeritus (personnel, industrial relations). B.A., 1931, Ohio Wesleyan; M.S., 1951, Ph.D., 1953, Cornell.

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.

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.

The Department of Management offers a general management program designed to prepare students 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 credits in upper-division courses. Two 3-credit courses are required of all management majors: Human Resources Management (MGMT 322) and Organization and Management (MGMT 455). The remaining 9 credits 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 credits in specified courses offered by the Department of Decision Sciences. A list of these courses is available 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 credits selected from upper-division management courses.

Courses in Management (MGMT)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101 Introduction to Management (3) Survey of management theory with emphasis on the functional and task requirements of management. Topics include planning, staffing, controlling, leadership, and creativity in business organizations. Not open to juniors or seniors.

199 Special Studies (1-3)

Upper-Division Courses

321 Management and Organizational Behavior (3) Nature and consequences of human behavior in work organizations. Nature of organizations, models of organization design, work structuring, motivation and performance, group and intergroup behavior, influence processes, and planned change. Prereq: junior standing.

322 Human Resources Management (3) Management of relations between an organization and its personnel; building and maintaining a productive work force and providing job satisfaction and career opportunity; integration of functions related to personnel with operations; issues in human resources management. Prereq: MGMT 321 or instructor's consent.

340 Small Business Management (3) Problems and advantages in establishing and maintaining a small business; general management principles. Individualized projects: investigating and/or assisting an entrepreneur or researching pertinent library topics. Prereq: junior standing.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 Seminar (Arr)

409 Practicum (Arr)

410 Experimental Course (Arr)

413 Compensation Administration (3) Development of wage and salary policies which contribute to motivation and control in organizations. Behavioral science and economic foundations of compensation. Institutional settings and operating tools. Wage incentives and management compensation. Prereq: MGMT 322, senior standing or instructor's consent.

414 Employment Policies and Practices (3) Evaluation of problems in the employment relationship. Integrative solutions in collective bargaining and conflict resolution. Topics include affirmative action, training for sequential careers, planning, job design, values and organizational commitment. Case analysis. Prereq: MGMT 322, senior standing or instructor's consent.

415 Psychology and Human Resources (3) Application of psychological principles to human problems in work organizations. How employee behavior influences organizational performance. Personality, employee motivation and performance, leadership, job attitudes, job-related stress, reward systems, turnover and absenteeism. Prereq: MGMT 321, senior standing.

416 Group Processes in Organizations (3) Behavior of individuals in group settings and group processes in organizations. Group formation, structure, decision making, norms, conformity, cohesiveness, and task performance. The role of groups in organizational design as they influence quality of working life; managerial implications of group processes for organizational effectiveness. Prereq: MGMT 321, senior standing.

439 Collective Bargaining (3) 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. Prereq: senior standing.

440 Case Studies in Small Business (3) Analysis of small business problems through consultation with local small businesses. Specific problems, feasible alternative solutions. Field projects arranged in conjunction with the Small Business Institute of the U.S. Small Business Administration. Prereq: senior standing, instructor's consent; MGMT 340 recommended.

453 Business Policy and Strategy (3) Interdependence of the different departments of a business concern. Provides an integrated view of business operations and a basic grasp of policy problems in several industries. Prereq: MGMT 321, ACTG 260, FINL 316, MKTG 311, DSC 335, senior standing, formal admission to a major in the College of Business Administration.

455 Organization and Management (3) Examines issues of organizational design and effectiveness as well as managerial processes and organization-environment relations. Prereq: MGMT 321, senior standing.

Note: 500-level courses are listed under the Graduate School of Management.

Marketing, Transportation, and Business Environment

375 Gilbert Hall
Telephone 688-3345
Roger Best, Department Head

Faculty

Gerald S. Albaun, 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.

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.

Lawrence W. Ross, Jr., J.D., Associate Professor (legal philosophy). A.B., 1949, M.A., 1949, Syracuse; J.D., 1952, Chicago.

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.

Emeriti

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.

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.

The Department of Marketing, Transportation, and Business Environment offers courses in each of the named areas. For students of business administration, the department offers a major in marketing and secondary subject areas in both marketing and transportation.

The 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 Curriculum

The marketing program 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 credits, distributed as follows:

Analysis of Consumer Behavior (MKTG 361); Marketing Research (MKTG 460); Marketing Strategy and Policies (MKTG 464); plus a minimum of 6 credits elected from the following (3 credits 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).

Nine credits are required for a secondary subject area in marketing, distributed as follows:

Analysis of Consumer Behavior (MKTG 361); Marketing Research (MKTG 460); Marketing Strategy and Policies (MKTG 464).

Transportation and Business Logistics

Nine credits are required for a secondary subject area in transportation, distributed as follows:

Transportation and Distribution Systems (TRN 349); Business Logistics (TRN 350); International Transportation and Distribution Management (TRN 453).

Courses in Marketing (MKTG)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

311 Marketing Systems and Demand Analysis (3) Dynamics of demand; economic and behavioral approaches to analysis of demand; purchase motivations—consumer versus industry; flows of goods and services; nature of marketing institutions.

361 Analysis of Consumer Behavior (3) Relevant concepts from cultural anthropology, sociology, and psychology applied to problems in marketing to various consumer groups. Prereq: MKTG 311 or instructor's consent.

365 Retail Administration (3) 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. Prereq: MKTG 311 or instructor's consent.

401 Research (Arr) Prereq: sponsoring professor and department head's consent.

403 Thesis (Arr) Prereq: sponsoring professor and department head's consent.

405 Reading and Conference (Arr) Prereq: sponsoring professor and department head's consent.

407 Seminar (Arr) Prereq: sponsoring professor and department head's consent.

409 Practicum (Arr) Prereq: sponsoring professor and department head's consent.

410 Experimental Course (Arr)

430 Entrepreneurship (3) Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Marketing-management problems of the entrepreneur in the growth-oriented firm. Research projects; development of a realistic marketing and business plan in a group project. Prereq: MKTG 311.

460 Marketing Research (3) Influence of marketing research on the decision-making process; effect on the executive who must use it; uses and misuses. Cost versus value of information for decision making. Problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and reporting. Prereq: DSC 330, MKTG 311 or instructor's consent.

462 Marketing Communications (3) Communication problems in marketing; advertising and sales promotion as formal channels of communication; economics of advertising and sales promotion; marketing communications as they relate to the public and to public policy. Prereq: MKTG 311, 361.

463 Quantitative Analysis in Marketing (3) Analytical methods, tools, and models for marketing decision making with emphasis on the major elements of the marketing mix. Prereq: MKTG 311, DSC 330 or instructor's consent.

464 Marketing Strategy and Policies (3) Marketing planning and control: planning, organizing, measuring, evaluating, and controlling marketing performance. Prereq: MKTG 361, 460.

467 Sales Management (3) Introduction to two aspects of the selling process: (1) underlying basic principles and their practical applications; (2) the functions involved in managing a sales organization. Sales forecasting, recruiting, training, compensation, and analysis and control. Prereq: MKTG 311, 361.

469 Industrial Marketing and Purchasing (3) Marketing and purchasing problems of manufacturers of industrial goods, such as machinery and equipment, raw and semifabricated materials, industrial supplies, and component parts. Case method of instruction. Prereq: MKTG 311.

475 International Marketing Management (3) Study of marketing methods in the international environment. Prereq: MKTG 311 or instructor's consent.

Note: 500-level courses are listed under the Graduate School of Management.

Courses in Transportation (TRN)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

349 Transportation and Distribution Systems (3)

The role of transportation 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.

350 Business Logistics (3) Problems of purchasing transportation services, selecting transportation alternatives, and planning the physical distribution system of the firm. 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.

Note: Courses designated (M) or (G) may be taken for graduate credit.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 Seminar (Arr)

409 Practicum (Arr)

410 Experimental Course (Arr)

451 (G) Transportation Administrative Law (3) History of state and federal transport regulation with particular attention to the Interstate Commerce Act and other pertinent federal and state statutes. Organization and procedure of transport regulatory agencies; the rules of practice before such bodies. Prereq: TRN 349 or 350 or instructor's consent.

453 (G) International Transportation and Distribution Management (3) 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. Emphasis on use of international transportation in export and import activities.

Note: 500-level courses are listed under the Graduate School of Management.

Courses in Business Environment (BE)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

125 Introduction to Business (3) Roles and responsibilities of business in society; influences of the historical, social, political, and economic environments within which business operates; adjustment to changes in these environments; interrelationships of major functional areas of business. Not open to upper-division majors in the College of Business Administration.

199 Special Studies (1-3)

226 Introduction to Law (3) Forms and functions of the law in society. 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. Prereq: sophomore standing.

Upper-Division Courses

326 Law of Business Organization (3) Law of agency; master-servant relationship including elementary labor law; law of business organizations including corporations, partnerships, and other forms of business associations; applications of the Uniform Commercial Code to investment securities. Prereq: BE 226.

Note: Courses designated (M) or (G) may be taken for graduate credit.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

407 Seminar (Arr) Current topics are Foreign Commercial Law and Business Internship.

409 Practicum (Arr)

410 Experimental Course (Arr)

418 Law of Business Transaction (3) Study of the several fields of law related to business: negotiable instruments; sales of personal property; security devices for credit transactions. Prereq: BE 226.

420 (G) Legal Aspects of Business Regulation (3) The broad aspects of governmental regulation of business and constitutional limitations upon such regulation. The law of administrative agencies; specific areas of regulation, including business combinations and pricing policies. Prereq: BE 226.

425 Business Enterprise and Social Responsibility (3) 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. Prereq: senior standing.

Note: 500-level courses are listed under the Graduate School of Management.



Graduate School of Management

271 Gilbert Hall
Telephone 686-3306
Kenneth D. Ramsing, Director of Graduate Programs

The Graduate School of Management offers degree programs at both the master's and doctoral levels and coordinates the graduate work of the five administrative departments in the College of Business Administration. In all fields, graduate instruction is supported by courses in related fields offered elsewhere in the University.

The Graduate School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Master's Degree Programs

The Graduate School of Management offers course work leading to the Master of Business Administration (M.B.A.), Master of Science (M.S.), and Master of Arts (M.A.) degrees. All master's degree programs, with the exception of the M.S. in industrial relations, require completion or waiver of preliminary core courses. In addition, students must complete the requirements of the principal program specified for each degree. Computer literacy is required for all business students. Details of this requirement appear under the Undergraduate School of Business.

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 emphasize given functional fields. Specialization is carried out in five administrative departments offering work in the following majors or specializations:

(1) accounting; (2) business statistics; (3) finance (finance, real estate and urban land economics, business economics); (4) management (human resources management, organizational studies); (5) marketing; (6) production (operations management).

The M.B.A. program focuses on both large and small profit-oriented organizations, although individual students may explore certain aspects of business management education pertinent to either nonprofit organizations or government agencies. The M.B.A. may be obtained after successfully completing 45 credits specified by the Graduate School of Management. In addition, students with little or no formal education in business will have to take some or all of the preliminary core.

Preliminary Core Program

The preliminary core program consists of 44 credits of course work, which prepares students for more advanced study in their master's

degree 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 degree program.

Information on equivalent course requirements may be obtained from the director of graduate 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 may be attempted no more than twice for any one course, and a fee may be required for each examination attempted.

Block A. Courses that may 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 474M), and Mathematical Concepts for the M.B.A. Student (MTH 511), and Experimental Course: Behavioral Science in Management (MGMT 510).

Block B. Courses that may 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 graduate credits 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 credits beyond the preliminary core.

Principal 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 credits beyond the preliminary core, of which at least 36 must be in 500-level courses.
2. Of the 45 credits, at least 36 must be in the Graduate School of Management (including not more than 18 in the major). The remaining credits 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), and Management Decision-Making (BA 525).

Area of Concentration. 12 credits as specified by the student's major department.

Electives. 18 credits 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 course from three different areas outside the student's major and no more than 6 credits in the major.

Note: For marketing majors, Advanced Entrepreneurship (MKTG 530) does not satisfy the marketing course requirement; Marketing Research (MKTG 560) and Marketing Problems and Policies (MKTG 565) are required.

The program of study must be approved by the student's adviser and department head in the major.

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 with previous business and accounting courses.

The requirements are (a) completion of the AACSB common body of business knowledge as outlined in (1) below; (b) completion of a minimum of 45 graduate credits beyond the common body of business knowledge including 12 to 24 in accounting, 9 from the business core area, and 12 to 24 in supporting areas; and (c) computer literacy. 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 44 credits of course work. This requirement can be satisfied by Block A and B courses at the University, prior courses, or passing 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 credits beyond the common body of business knowledge. These should include the following:
 - a. A minimum of 18 credits of course work in the primary area of specialization. A majority of this work should be taken within the school. However, specialization

is defined by a subject of study and is not limited to courses offered by one department or by the school.

- b. A minimum of 12 credits of course work in a secondary area of study either in the Graduate School of Management or in a related field.
 - c. A maximum of 9 credits 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 credits taken for the thesis will be deducted from the required number of elective credits.
 - d. A minimum of 30 credits in 500-level courses.
 - e. A minimum of 27 graduate credits 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.
 5. Computer literacy. Details of this requirement appear under the Undergraduate School of Business.

For the M.A. degree, competence in a foreign language is required.

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 management 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 credits in the Graduate School of Management in addition to any courses necessary from the preliminary core. Of the 45 credits, 12 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 credits are in the area of concentration: Introduction to Management Science (DSC 445G), Production Systems Analysis (DSC 455G), Problems in Industrial Marketing (MKTG 569), Problems in Forest Industries Management (MKTG 570).

The 18 credits 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 inter-departmental committee. The electives may be either in the College of Business Administration or in related areas outside the Graduate School of Management.

Suggested electives are Managerial and Financial Accounting Analysis (ACTG 523), Applied Regression Analysis (DSC 435G), Real Estate Economics (FINL 541), Problems in Finance (FINL 573), Marketing Research (MKTG 560), Simulation of Industrial Systems (DSC 460G).

In the courses listed above and in other courses requiring major term papers, 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 course instructors.

Industrial Relations. The industrial relations option is an integrated program with a choice of courses in economics, management, political science, psychology, sociology, and other disciplines. The program is described under the Institute of Industrial Relations.

Accelerated Programs

The 3-2 program offers an opportunity for superior nonbusiness undergraduate majors to begin work on an M.B.A. or M.S. degree during their senior year. Students spend the first three years of their undergraduate work meeting requirements for the 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 baccalaureate degree after the fourth year and an M.B.A. or an M.S. degree in the College of Business Administration after the fifth year.

The 4-1 program allows outstanding undergraduate College of Business Administration majors the opportunity to obtain a 45-credit M.B.A. degree in one year. Students admitted to this program have all of the preliminary core courses waived and are then required to complete only the 45-credit principal program.

Admission to the accelerated master's degree program is highly competitive and limited to those students who have both outstanding scholastic records and demonstrated potential for graduate study. Admission is for fall term only.

Minimum criteria for admission are (1) a Graduate Management Admissions Test (GMAT) score of 600 or above; (2) a grade point average (GPA) of 3.40 or above; (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 Degree Programs

Admission. Consistent with the goal of the Graduate School of Management to educate 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 of about 3.00; (2) GMAT score of about 550; (3) recommendations from at least three faculty members or others who can comment on the applicant's potential to do graduate work in business; and (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 a GPA of 3.00)

9 credits each term. However, a full-time student may drop to a minimum of 6 credits in one term provided he or she completes 9 credits 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 term. Part-time students may enroll for no more than 8 credits in a term.

Admission Deadline. Applications and all supporting documents should be received by the Graduate School of Management 90 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.

Program Planning. After the student has been admitted to the master's degree 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 a cumulative GPA of 3.00 for two consecutive terms results in disqualification from the master's program.

Students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the appeal procedures is available in the graduate 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.

Institute of Industrial Relations

**209B Gilbert Hall
Telephone 686-5141
Eaton H. Conant, Director**

The Institute of Industrial Relations offers an integrated interdisciplinary program leading to a master's degree in industrial relations. The program is the only one of its kind at a western university. Established in 1966, the program has about 400 graduates, many of whom occupy important positions in personnel or labor relations in management, or with unions and government.

A primary program objective is development of an integrative appreciation of human resource opportunities and problems in industrial society from the perspective of management, the behavioral and social sciences, the adversary context of union-management relations, and from institutional perspectives of public policy and national welfare. In consultation with faculty, students plan an integrated program of required and elective courses in disciplines of management, economics, the social and behavioral sciences, and other disciplines listed below. Basic courses for the program include those in human resources management, seminar and research methods, collective bargaining, labor economics, legislation, and appropriate work in social and the behavioral sciences.

The program leads to the Master of Science (M.S.) or Master of Arts (M.A.) degree and requires 60 credits of course work approved by the faculty, or 52 credits with thesis. The program must cover at least three disciplines, including at least 9 credits in one discipline other than management. Prerequisites for the program are a baccalaureate degree, 30 credits of prior work in disciplines represented in the program, and at least one introductory undergraduate course in economics and statistics. The economics and statistics course requirements may be satisfied after entry to the program and by the end of the second term in the program. Graduate Record Examination (GRE) scores are required. Graduate Management Admissions Test (GMAT) scores may meet this requirement with institute approval.

The program provides students with research or internship opportunities in private or public institutions with human resources and labor-management programs and problems. Availability of these opportunities varies from year to year, and they are not a required element of a student's program. Students are admitted to and graduate from the program in any of the four terms of the year.

Required Courses

Business Administration. Management and Behavioral Science (BA 521) or equivalent.

Economics. Labor Economics (EC 444G).

Management. Seminar: Industrial Relations (MGMT 507); Seminar: Research Methods in Industrial Relations (MGMT 507); Seminar:

Selection (MGMT 507); Human Resources Management (MGMT 534); Compensation Theory and Administration (MGMT 536); Collective Bargaining (MGMT 539); Public Policy and the Employment Relationship (MGMT 540); Seminar: Employment Legislation and Regulations (MGMT 507); Labor Law I and II (L 559, 560) may be substituted for the two latter courses with institute director's consent.

In addition, students are required to complete at least two of the following: Seminar: Employee Benefits (MGMT 507); Seminar: Training and Development (MGMT 507); Quality of Work Life (MGMT 531); Contemporary Issues in Human Resource Management (MGMT 553).

Students who do not have prior course work or experience in accounting, finance, or computer science are strongly advised to complete a course in two of these three areas.

Elective Courses

In addition to required courses, students complete course work in supporting disciplines by selection of courses primarily from the following list. Each term, students consult with the institute adviser to select appropriate required and elective courses. Not all courses can be offered every academic year.

Economics. Issues in Labor Economics (EC 445G); Collective Bargaining and Public Policy (EC 446G). In addition, students are encouraged to elect courses in human capital theory, the economics of industrial organization, the public sector, and public policy.

History. American Labor Movement (HST 479G); American Economic History (HST 487G, 488G, 489G).

Law. Labor Law I, II (L 559, 560).

Management. Motivation and Work Behavior (MGMT 537); Organization and Management Theory (MGMT 541); Organizational Decision Making (MGMT 542); Organizational Psychology (MGMT 551); Organizational Design and Effectiveness (MGMT 552).

Political Science. Administrative Organization and Behavior (PS 412G); The Politics of Bureaucracy (PS 413G); Comparative Labor Movements (PS 416G); Unionization of Public Employees (PS 417G).

Psychology. Learning and Memory (PSY 433G); Human Performance (PSY 436G); Social Psychology I: Attitudes and Social Behavior (PSY 456G); Social Psychology II: Group Processes (PSY 457G); Group Consultation (PSY 462G); Advanced Applied Psychology (PSY 487, 488, 498G); Social Psychology (PSY 517).

Sociology. Sociology of Work (SOC 446G); Industrial Sociology (SOC 447G); Sociology of Occupations (SOC 448G); Women and Work (SOC 449G).

In addition to elective course work identified above, students may complete relevant work in other departments with the planning assistance of institute faculty.

Doctoral Program

The Graduate School of Management offers a program of advanced graduate study and research leading to the degree of Doctor of

Philosophy for students preparing for careers in university teaching, research, and administration. The program is administered by the director of graduate programs, assisted by a graduate programs 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.

PRIMARY 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 and operations and production management. Related courses are available in computer science, mathematics, economics, 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 graduate programs committee; (4) provide evidence of scholarly promise. Deadline for application to the Ph.D. program for fall term is the preceding March 1. Inquiries concerning the program should be addressed to the 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 main functional areas: accounting, finance, management, and marketing. Such knowledge may be demonstrated by familiarity with the subject matter of one of the M.B.A. 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 substantial work is begun in one's primary area of concentration.
3. **Examinations.** The student must pass two written comprehensive examinations, one in his or her major and one in either the supporting or the statistics and research methods area. The requirements in these areas are described below. The student must attempt both written examinations within 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 more than two consecutive days. The examinations are graded high pass, pass, or no pass. On examinations given in separate and pre-designated 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 pre-designated subpart once, at the individual's option and after consultation with the advisory committee. Once a student has attempted an examination in either the supporting or the statistics and research methods area, he or she must pass that particular area examination; the option to choose the other area is not open. All examinations must be completed within 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 pre-designated subpart in the following academic term but no sooner than two months after the date of the initial attempt. First-time examinations may be arranged during winter term and summer session for students not currently in residence or, under unusual circumstances, by agreement among the student, advisory committee, and examining committee and with the approval of the 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 are specified by the department having primary responsibility for the area. The primary areas of concentration offered are listed above under Program of Study. Programs involving interdisciplinary research may be accommodated within the primary areas.
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 primary area and can serve as a second teaching field. If a second teaching area is elected as the supporting area, the level of competence required is that which is necessary to comprehend literature and techniques of the area and to teach elementary courses in the area. Competence is demonstrated by completing four or more graduate-level courses with grades of B or better, subject to approval by the student's advisory committee, and by passing a written examination if a competence examination is not taken in statistics and research methods. At least three of the courses must be completed at the University after admission to the doctoral program. The examination is written and graded by members of the department with administrative responsibility for the subject matter. If no single department has administrative responsibility, the examination committee is appointed by the director of graduate programs after consultation with the student's advisory committee. Supporting areas include those listed above as primary areas of concentration plus business economics, real estate, and strategic management. 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 graduate programs 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 graduate programs committee and the Graduate School of the University, this period may be extended for one year. Failure to complete the dissertation within this time period invalidates the student's comprehensive examinations and advancement to candidacy. The student must successfully defend the completed dissertation in a public oral examination and defense before the dissertation committee.
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 graduate programs committee if the student fails to satisfy any of the program requirements and upon the

recommendation of a majority of the student's advisory or dissertation committee. After consultation with the student's advisory or dissertation committee, the graduate programs committee must vote on termination under one or more of the following conditions: (a) failure to make satisfactory progress toward advancement to candidacy; (b) a cumulative GPA below 3.00; (c) a GPA below 3.00 for 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 graduate programs committee for review and placed in the student's file. A student dropped from the program is notified in writing, with reasons for termination clearly explained, and a copy of the letter 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 graduate programs committee, and the dean of the college. Under no circumstances can requirements of the Graduate School of the University be waived by the College of Business Administration.

Graduate Courses

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Courses in Business Administration (BA)

507 Seminar (Arr)

521 Management and Behavioral Science (3)

Application of behavioral science concepts to understanding individual and group behavior in organizations. Application of basic psychological and sociological research findings to understanding and changing individual attitudes, perceptions, and behavior. Topics include attitude formation, perceptual processes, motivation, job design, reward systems, leadership, group processes, and organization structure and design.

522 Managerial Applications of Decision Sciences (3)

Business applications of forecasting methods (regression and time series). 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. Prereq: DSC 511, 512. Recommended to be taken after completion of preliminary business core.

523 Business and Society (3) Issues and perspectives regarding the relationship of business firms to the larger society.

524 Corporate Strategy and Long-Range Planning (3)

Overview of the broad decisions made at the top corporate level in terms of long-range strategy. Students required to integrate material from various areas at the broad strategy level. Open to M.B.A. students only. This course should be taken in the penultimate term of graduate work.

525 Management Decision Making (3) Integrates the major business disciplines into an operational concept of business organizations. Focus on the process of competitive interaction within and between industries; cases, lectures, readings, team discussions; faculty and practitioner panel evaluation. Immediate prereq: BA 524. Open to M.B.A. students only; BA 525 should be taken in the student's last term. Not offered 1984-85.

Courses in Accounting (ACTG)

Note: 400-level courses carrying graduate credit are listed under the Undergraduate School of Business.

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topics are Doctoral Seminar, Economic Regulation and Accounting Policy, and Issues in Accounting Research.

508 Colloquium (Arr)

509 Practicum (1-2)

510 Experimental Course (Arr)

511 Accounting Concepts (3) Principles and procedures of financial accounting and the use of accounting data for business decisions; survey of the data-creating process; asset and liability valuation and income measurement. Open only to master's or doctoral degree candidates.

512 Accounting in Administration (3) Principles and procedures of managerial accounting; study of cost accounting, budgeting, and control. Prereq: ACTG 511. Open only to master's or doctoral degree candidates.

523 Managerial and Financial Accounting Analysis (3)

Financial reports and decision making. Focus may be on financial statement analysis and evaluation, managerial decision making, or tax planning for managerial decision makers. Prereq: ACTG 511, 512. Open to nonaccounting majors only. Not offered every year.

530 Financial Accounting I (4) Review of accounting theory, concepts, and principles. In-depth study of basic financial statements. Taught with a minimum of technical details; appropriate for nonaccounting majors who want extensive coverage of financial accounting. Prereq: ACTG 511 or equivalent.

531 Financial Accounting II (4) Financial accounting for assets, liabilities, and equities; emphasis on technical aspects of financial accounting. Prereq: ACTG 530.

532 Financial Accounting III (4) Accounting for partnerships, business combinations, and the consolidation of financial statements. Extensive coverage of financial statement analysis. Prereq: ACTG 531. Not offered every year.

540 Administrative Controls (3) The design of formal management control systems: the nature of management control, the concept of information, human behavior in organizations, goals and strategies. Current systems as applied in practice. Prereq: ACTG 512 or equivalent.

542 Auditing Concepts (3) Analysis and criticism of traditional auditing philosophy and theory. Contemporary auditing research. Seminar content varies from year to year with changing interests of participants. Prereq: ACTG 440. Not offered every year.

551 Development of Accounting Thought (3) The development of accounting including historical, methodological, and regulatory aspects. Contemporary trends in research. Prereq: ACTG 531 or instructor's consent. Not offered every year.

552 Accounting Theory (3) Readings in accounting literature; current controversial areas in accounting and information theory, including the conceptual framework underlying accounting reports to external users. Content varies from year to year with changing interests of participants. Prereq: ACTG 530 and instructor's consent.

562 Cost Analysis and Interpretation (3) Readings in managerial accounting and related literature. Content varies with changing interests of participants. Topics may include a wide range of planning and control issues in both profit and nonprofit institutions. Prereq: instructor's consent.

571 Tax Planning (3) Tax planning opportunities in a business context. Involves independent research on the technical tax consequences of proposed transactions and discussions of methods of improving those consequences. Prereq: ACTG 412(G). Not offered every year.

Courses in Decision Sciences (DSC)

Note: 400-level courses carrying graduate credit appear under the Undergraduate School of Business.

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

507 Seminar (Arr) with sponsoring faculty members. Current topics are Advanced Time Series Analysis, Advanced Regression Analysis, and Advanced Topics in Management Science.

508 Colloquium (Arr) Business Computing Workshop P/N only.

510 Experimental Course (Arr)

511 Introduction to Business Decisions (4) Accelerated study of business statistics; probability, estimation, hypothesis testing, simple and multiple regression analysis; nonparametrics. Open only to graduate students. Prereq: MTH 511 or equivalent.

512 Introduction to Operations Analysis (3) The managerial role in organizations, particularly as it relates to the production and operations system. Major concepts and modeling applications of production and operations management. Linear programming, inventory and quality control, line balancing, and forecasting techniques.

525 Management Information Systems (3) Data processing, information analysis, and interactive time-sharing. Use of behavioral and technical considerations to document the impact of computer activity on the organization.

530 Applied Nonparametric Statistics (3) Procedures for statistical analysis when the data do not conform to parametric assumptions. Tests using nominal data or ordinal data tests for one sample, tests involving two or more samples (related or unrelated), goodness-of-fit tests. Prereq: DSC 511 or equivalent.

535 Bayesian Inference and Decision (3) 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. Prereq: MTH 208, DSC 511 or equivalents.

540 Applied Multivariate Analysis (3) Fundamental concepts and statistical reasoning that underlie the techniques of multivariate analysis. Multivariate analysis of variance, discriminant analysis, principal components, factor analysis, and canonical correlation. Prereq: DSC 435, MTH 208.

545 Applied Sampling Techniques (3) Theory and application of probability sampling techniques to business problems. Simple random sampling, stratified sampling, cluster sampling, systematic sampling, multistage sampling, double sampling, nonresponse problems, ratio and regression estimators. Prereq: DSC 511 or equivalent.

Courses in Finance (FINL)

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

507 Seminar (Arr) Recent topics are Advanced Finance Theory, Industrial Organization and Public Policy, and Research in Finance.

508 Workshop (Arr)

510 Experimental Course (Arr) Real Estate Financial Theory and Analysis is a recent topic.

511 Introduction to Managerial Economics (3) Application of microeconomic tools to problems in the management of private and public organizations. Emphasis on theoretical concepts, their empirical measurement, and their application to real problems. Prereq: EC 474(M), MTH 511 or equivalents.

514 Financial Environment (3) The financial system as an external environment affecting businesses and financial decisions. 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. Prereq: EC 474(M) or equivalent.

516 Financial Management (3) 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. Prereq: one accounting course; pre- or coreq: FINL 511 or equivalent.

528 Business Taxation (3) 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 on the broad impact of taxation on business. Prereq: FINL 511 or equivalent. Not offered 1984-85.

530 Business Conditions Analysis and Forecasting (3) Trends of basic data and 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. Prereq: EC 474(M) or equivalent. Not offered every year.

532 Advanced Managerial Economics (3) Economic concepts in the operation of individual business units; approach to problems of management decision making and advance planning through formulation of problems capable of numerical solution. Integration of economic principles with areas of business administration. Prereq: FINL 511, or equivalent. Not offered 1984-85.

541 Real Estate Economics (3) Economics of development, use and re-use of real property in United States institutional framework; processes and considerations that influence decisions by individuals or groups concerning real estate financing and investment. Prereq: EC 474(M) or equivalent. Not offered every year.

561 Monetary Policy (3) 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. Alternative models of the transmission and incidence of monetary policy. Prereq: FINL 514 or equivalent or instructor's consent. Not offered 1984-85.

563 International Finance and Investment (3) The international financial system; operation of the international monetary system and its implications for exchange rate determination. Topics may include determinants of foreign investments, characteristics of international financial institutions, and the relationship between international and domestic financial markets. Prereq: FINL 514 or equivalent. Not offered 1984-85.

565 The Money and Bond Markets (3) 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. Prereq: FINL 514, 516 or equivalents or instructor's consent. Not offered 1984-85.

567 Management of Financial Institutions (3) Management policies of financial institutions, including liquidity, liability, asset, and capital management; the legal, economic, and regulatory environment, and implications for management; changing trends in financial markets. Prereq: FINL 514, 516 or equivalents or instructor's consent.

571 Theory of Finance (3) Development of financial principles relating to problems of valuation; capital acquisitions; dividend policies; choice among financing alternatives. Prereq: FINL 516 or equivalent.

573 Problems in Finance (3) Cases dealing with financial analysis, working capital management, valuation, and firm investment and financing decisions. Prereq: FINL 516 or equivalent.

583 Concepts of Investments (3) Securities markets; risk-return characteristics of investment media; concepts of security analysis; investment and portfolio strategies of individual and institutional investors. Prereq: FINL 516 or equivalent.

588 Investment Administration (3) Emphasis on current controversies in investment analysis and administration. Topics may include insider trading, the impact of institutional investors, and portfolio performance evaluation. Prereq: FINL 583 or equivalent.

Courses in Management (MGMT)

501 Research (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Current topics are Concepts in Corporate Strategy; Industrial Relations; Selection, Training, and Development; Arbitration and Negotiation Strategies.

509 Practicum (Arr)

510 Experimental Course (Arr)

531 Quality of Working Life (3) 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. Prereq: BA 521 or equivalent.

534 Human Resources Management (3) Human resource planning; psychological testing and federal guidelines; assessment centers; training and career development; performance evaluations; performance-based rewards; union-management relations; affirmative action. Prereq: BA 521 or equivalent or instructor's consent.

536 Compensation Theory and Administration (3) Compensation and other incentive systems in organizations. Review of compensation theory from the economic, social, and behavioral sciences. Systems for position evaluation, design of wage structures, performance review, and incentives. Prereq: BA 521, MGMT 534 or equivalents.

537 Motivation and Work Behavior (3) The empirical literature on motivation in organizations. Basic motivational process, contemporary theories of work motivation, job performance and satisfaction, attachment to organizations, reward systems, goal-setting processes, and job design. Prereq: BA 521 or equivalent.

538 Management of Technological Organizations (3) The modern technological environment of organizations. Managerial problems associated with technologically oriented companies and research and development groups.

539 Collective Bargaining (3) Management-union bargaining relationships in the context of organizational employment objectives; constraints imposed by industrial relations systems; contribution of bargaining theory and industry studies to explanation of bargaining processes.

540 Public Policy and the Employment Relationship (3) The role of governmental policy and regulatory actions in the employment activities of organizations. Topics include affirmative action, OSHA, age and sex discrimination, benefits regulation, and collective bargaining. The experience of employing organizations in adjusting to policy standards and requirements.

541 Organization and Management Theory (3) Strategies for studying organizations. Organization structure and design; impact of the environment and technology, related management problems. Case examples. Prereq: BA 521 or equivalent.

542 Organizational Decision Making (3) Behavioral foundations that underlie decision making in individual, group, and organizational settings. The structure of decision making in programmed and unprogrammed settings. Emphasis on managerial decision making. Prereq: BA 521 or equivalent or instructor's consent.

545 Problems in International Business (3) 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 on the individual business unit. Prereq: instructor's consent.

546 Internship in Export Planning (3) Provides experience of working with a company already engaged in foreign trade or one that plans to export or expand its operations into a foreign country. Students do a feasibility study of marketing a particular product or service and establishing operations in a country of the firm's choosing. Prereq: instructor's consent.

550 Research Methods in Organizations (3) Procedures for interpretation of behavioral research in organizational settings. Design of research projects, including problem definition, theory building, selection of a sample, measurement, data analysis, and ethical considerations. Prereq: BA 521, DSC 507, or equivalent or instructor's consent. For Ph.D. and advanced master's degree students. Not offered every year.

551 Organizational Psychology (3) Behavioral research on organizations and people at work. Topics include job attitudes and performance, job-related stress, employee attachment and socialization processes, turnover and absenteeism, leadership and group influence processes. Focus on theory and research. For Ph.D. and advanced master's degree students. Prereq: BA 521 or equivalent or instructor's consent. Not offered every year.

552 Organizational Design and Effectiveness (3) Organizational design as it relates to technological and environmental constraints, managerial policies and strategies, organizational structure, and organizational effectiveness. Focus on theory and research. For Ph.D. and advanced master's degree students. Prereq: BA 521 or equivalent or instructor's consent. Not offered every year.

553 Contemporary Issues in Human Resource Management (3) Human resource management and industrial relations for Ph.D. and advanced master's degree students. Topics may include planning and analysis of human resource management systems; staffing; performance evaluation; training and development; reward systems; collective bargaining; labor law; and industrial relations theory. Focus on theory and research. Prereq: MGMT 534 or equivalent or instructor's consent. Not offered every year.

Courses in Marketing, Transportation, and Business Environment

Note: 400-level courses carrying graduate credit are listed under the Undergraduate School of Business.

Marketing (MKTG)

501 Research (Arr) Prereq: sponsoring professor and department head's consent. P/N only.

503 Thesis (Arr) Prereq: sponsoring professor and department head's consent. P/N only.

507 Seminar (Arr) Current topics are Experimental Marketing Research and Marketing Models. Prereq: sponsoring professor and department head's consent.

509 Practicum (Arr) Prereq: sponsoring professor and department head's consent.

510 Experimental Course (Arr)

511 Marketing Management (3) 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. Coreq: EC 474(M).

530 Advanced Entrepreneurship (3) Analysis of variation in types of entrepreneurs, firms, and their effect on company growth rates. Marketing-management problems of the entrepreneur in the growth-oriented firm. Research projects; development of a realistic marketing and business plan in a group project. Prereq: MKTG 511.

560 Marketing Research (3) Marketing research as a tool for decision making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting of research results. Prereq: MKTG 511, DSC 511, or equivalent.

561 Advanced Analysis of Consumer Behavior (3) Behavioral-science concepts utilized in the analysis of life-style patterns of the ultimate consumer; values and behavioral patterns of consumer segments and their significance for marketing. Prereq: MKTG 511.

562 Marketing Communications (3) Analysis of the environmental conditions that enhance or inhibit the firm's attempt to design and use the most effective communication for demand cultivation. Prereq: MKTG 511.

563 Marketing Concepts and Theory (3) Application of theoretical concepts in the social sciences to the development of a theory of marketing. Prereq: instructor's consent.

565 Marketing Problems and Policies (3) Development of marketing strategies and 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. Prereq: MKTG 511 and two other graduate courses in marketing.

566 Theory and Research in Marketing Management (3) Application of marketing concepts and of economics, management science, and behavioral science to the management of the product, price, promotion, and distribution variables. Prereq: doctoral standing or instructor's consent. Not offered every year.

567 Theory and Research in Marketing Information (3) Methodologies of surveys, observations, experimentation, and simulation as methods of obtaining information for decision making. Prereq: MKTG 560 and doctoral standing or instructor's consent. Not offered every year.

568 Theory and Research in Consumer Behavior (3) The applicability of behavioral theories and methodologies to the understanding of the consumption process. Prereq: MKTG 561 and doctoral standing or instructor's consent. Not offered every year.

569 Problems in Industrial Marketing (3) Marketing strategy and tactics in selling to industrial rather than household consumer markets. Product policy, pricing, marketing programs, and marketing organization. Problems of industrial purchasing. Sources of supply and relations with suppliers. Prereq: MKTG 511 or equivalent.

570 Problems in Forest Industries Management (3) Marketing strategy in forest products companies. Relationship between marketing and other functional areas of a resource-based industry, including production, finance, and resource management. Cases, field trips, and a forest industries business game. Prereq: MKTG 511 or equivalent.

575 Multinational Marketing Management (3) Management of marketing activities to and in foreign countries as they relate to the process whereby a business concern creatively adapts to the international environment within which it operates. Prereq: MKTG 511 or equivalent or instructor's consent.

Transportation (TRN)

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

507 Seminar (Arr)

509 Practicum (Arr)

510 Experimental Course (Arr)

549 Transportation and Logistics (3) The transportation and physical distribution functions of industrial and commercial organizations. Transportation modes and trade-offs; location; inventory control; warehousing and materials handling; relationships between physical distribution, purchasing, production planning, marketing, and other functional areas, with emphasis on the total cost concept.

Business Environment (BE)

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

507 Seminar (Arr) Legal Aspects of Business Regulation is a current topic.

509 Practicum (Arr)

510 Experimental Course (Arr)

517 Legal Environment of Business (3) Provides 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.

519 Social Philosophy of Business (3) 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.

520 Foreign Commercial Law (3) Basic legal concepts applicable to commercial transactions in foreign trade; comparison of commercial law and legal institutions of foreign countries and the United States; major legal systems, including civil law and common law; legal documents involved in foreign-trade transactions; antitrust problems in international trade. Prereq: BE 517 or instructor's consent.





Education

101 Education Building
Telephone 686-3405
Robert D. Gilberts, Dean
Diane M. Dunlap, Assistant Dean

The College of Education was established as a School of Education in 1910. It became the College of Education in 1968, with reorganizations in 1974 and 1979. Instructional and research emphases are divided among the Divisions of Counseling and Educational Psychology, Educational Policy and Management, Special Education and Rehabilitation, and Teacher Education.

The college will be celebrating its 75th anniversary during 1985.

Degree Programs

The College of Education offers academic degree programs at the baccalaureate, master's, and doctoral levels as indicated in the **Registration and Academic Policies** and in the **Graduate School** sections of this catalog.

Undergraduate certification programs are offered in elementary education, secondary education, speech, and reading.

Graduate program specializations include those in counseling psychology; early childhood education, elementary education, secondary education, curriculum and instructional leadership, curriculum and instruction, educational studies, computers in education, instructional technology, reading and language arts, gifted and talented; educational policy and management; educational psychology and school psychology; special education, including severely handicapped learner, handicapped learner (mild), resource consultant, early childhood education, rehabilitation, and adult services; and speech pathology-audiology.

Information on specific degree programs and requirements may be obtained from the College of Education Graduate Student Records Office, 112 Education Building, telephone 686-3527, or from the instructional division or area in which the student intends to enroll.

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 the NCATE.

Certification Programs

1. Administrative Certificate: basic and standard endorsements for principal, superintendent, and vice-principal (basic).
2. Elementary Education: preprimary through grade 9, basic and standard endorsements.
3. School Counselor: endorsements at the basic and standard levels.
4. School Psychologist: endorsement at the standard level.
5. School Supervisor: endorsements at the basic and standard levels.
6. 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.
7. Special Education: basic and standard levels, handicapped learner endorsement and severely handicapped learner endorsement.
8. Speech Pathology-Audiology: basic and standard levels of the speech-impaired endorsement.

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 in the **Admissions and Records** section 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 entrance 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, inquire at the College of Education's Graduate Student Records Office, 112 Education Building; telephone 686-3527.

Glossary of Terms

In addition to the academic terms defined in the **Registration and Academic Policies** section 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 credits), specific requirements varying with the teaching specialty.

Students should consult the Office of Teacher Certification, 117 Education Building, 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. 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 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), Oregon Total Information Systems (OTIS), and several University programs, combined a number of training and research programs at the Condon School site located on the east edge of the University campus. The programs share a central interest in instruction and research into the uses of microcomputer and other forms of technology in education.

Programs housed at Condon School include the ERIC Clearinghouse on Educational Management, Career Information System, and 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. The latter are coordinated through the University Housing offices.

Career Information System (CIS)

Faculty
Bruce McKinlay, Ph.D., Associate Professor (employment economics); Executive Director, CIS. B.S., 1958, M.A., 1967, Ph.D., 1971, Oregon.

Cheryl Buhl, M.S., Research Associate; Oregon Director for CIS. B.A., 1969, Stanford; M.S., 1979, Oregon.

Daniel Erdman, B.A., Research Assistant (computer software design). B.A., 1976, Gordon College.

William A. Korn, 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 Roudebush, M.S., Research Assistant (career education). B.S., 1974, M.S., 1975, Purdue.

Naomi Stewart, M.A., Research Assistant (computer services, instructional technology). B.A., 1971, Seattle Pacific; M.A., 1979, 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 Oregon State Board of Higher Education. Using computer and print media, the CIS provides occupational and educational information to individuals, schools, and social agencies. Its purpose is to improve career choices and training opportunities. 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 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.

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.

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.

William Kirtner, Ph.D., 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.

Shirley L. Menaker, Ph.D., Professor (psychology and career development of women, assessment); Dean, Graduate School. B.A., 1956, Swarthmore; M.A., 1961, Ph.D., 1965, Boston.

Carol Lynn Morse, Ph.D., Assistant Professor (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). 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). 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.

Adjunct

John A. Bernham, M.Ed., Adjunct Instructor (community college counseling). B.A., 1956, Cascade; M.Ed., 1960, Oregon.

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.

John C. Winqvist, Ph.D., Adjunct Assistant Professor (community college counseling). B.A., 1964, Oregon State; M.S., 1971, Ph.D., 1975, Oregon.

Emerita

Esther E. Matthews, Ed.D., Professor Emerita (human potentiality, career development). B.S., 1940, Massachusetts State; M.Ed., 1943, Ed.D., 1960, Harvard.

Educational Psychology Faculty

Wesley C. Becker, Ph.D., Professor (clinical psychology, behavioral analysis research, measurement); Associate Dean. B.A., 1951, M.A., 1953, Ph.D., 1955, Stanford.

Henry F. Dizney, Ph.D., Professor (measurement and research, educational evaluation); B.S., 1954, South-east Missouri State; M.Ed., 1955, Wayne State; Ph.D., 1959, Iowa.

Dexter Fletcher, Ph.D., Associate Professor (computers in education and training, applied psychology). B.A., 1965, Arizona; M.S., 1973, Ph.D., 1973, Stanford.

Lloyd L. Lovell, Ph.D., Professor (human development, giftedness, philosophy of science); Coordinator, Educational Psychology. B.A., 1947, Lawrence; M.S., 1951, Minnesota; Ph.D., 1955, Cornell.

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, counseling). 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., Associate 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.

Adjunct

Alexander C. Granzin, Ph.D., Adjunct Assistant Professor (school psychology). B.A., 1967, New Orleans; M.A., 1971, Ph.D., 1975, Oregon.

Participating

Meredith Gall, Ph.D., Professor of Teacher Education.

Gregoria Halley, Ph.D., Research Associate in Special Education and Rehabilitation.

Emeritus

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.

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 psychology 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 counsel-

ing psychology area are summarized here. Information on University policies and procedures is available from the Graduate Student Records Office in the College of Education and in the Graduate School section of this catalog.

Careers. At the master's degree level, the area offers a generic program of studies in counseling psychology designed to prepare professional practitioners for work in a wide variety of settings: 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 psychology 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 credits required for the master's degree; standard certification requirements may be completed during the first 48 credits 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. program. 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 dates for receipt of completed applications are February 1 (doctoral) and February 15 (master's) 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) General Test scores and, for doctoral applicants, also the GRE Psychology Test scores, (5) statement of purpose or rationale for seeking admittance, and (6) a sample of written work from doctoral applicants.

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 credits—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 of counselors with master's degrees by the various states. However, some prior counseling-related academic work from an accredited institution may meet, in part (up to 45 credits), the requirements of the 90-credit 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 credits must be taken in residence after formal admission to the master's degree program. Acceptable courses must fall within the following categories:

Psychological Foundations. Courses providing a broad understanding of human behavior (normal and abnormal) at all developmental levels, particularly courses in abnormal psychology, personality theory, learning theory, sociology, anthropology, and physiology.

Social and Cultural Foundations. Studies of ethnic groups, other cultures, and cultural values. The behavioral sciences, political science, sociology, and anthropology may offer courses supporting this area.

The Helping Relationship. Courses on the philosophic basis of the helping relationship, counseling theories, and procedures.

Supervised Practice. The counseling psychology faculty is committed to the practicum as the core experience in a master's degree program in counseling. Generic as well as specialized counseling experiences, both within the University community and in the community at large, are required.

Groups. Courses on theory of groups, group work methods, and supervised practice.

Life Style and Career Development. Courses on vocational choice theory, courses on career choice and development, relationship between careers and life-style.

Appraisal of the Individual. Courses on data gathering and interpretation, individual and group testing, case study approaches, the study of individual differences, the development of a framework for understanding the individual, considering ethnic, cultural, and sex factors.

Research and Evaluation. Courses in statistics, research design, development of research and demonstration proposals.

Professional Studies. Courses in ethical, legal, and moral issues, supervised professional readings, workshops.

Doctoral Degree Program

The doctoral program in counseling psychology, approved by the American Psychological Association, is designed to ensure that its graduates will be psychologists who:

1. Possess a general knowledge of human behavior together with those observational and information-processing skills that facilitate description, explanation, and prediction of the behavior of persons in transaction with their worlds.
2. Have mastered procedures for facilitating the growth of individuals, groups, and systems.
3. Have developed the necessary attitudes and sufficient competence to formulate useful, researchable questions; design and conduct systematic analyses; interpret and apply the results to their own and others' efforts to increase the general knowledge of human behavior and how it can be influenced.
4. Respect the dignity and worth of the individual, strive for the preservation and protection of human rights, and do so with concern for the best interests of clients, colleagues, students, research participants, and society.

The training program in counseling psychology demands of each student considerable responsibility and autonomy for designing the particular pattern of educational experiences that will constitute his or her doctoral program. General areas of expected competence have been defined and general requirements established. However, the specific manner in which an individual meets those requirements is determined by the student in consultation with an adviser and the Doctoral Program Committee of the counseling psychology area.

The program of study leading to a 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 (GTFs) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in counseling psychology are given priority. Also considered is the extent to which the work will benefit the student's program goals.

DeBusk Memorial Center

Martin H. Acker, Director
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 such services vary, depending upon the scope of the project.

Educational Psychology

The educational psychology area provides instruction in learning, motivation, perception, and measurement as these apply to effective teaching.

Programs are individually designed to complement the student's previous background and experience and to provide a program of study compatible with the student's professional goals.

Master's degrees usually take three or more terms in all programs except school psychology, which 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.

Applications are accepted by the educational psychology area from January 15 through May 1, 1985. Completed applications are reviewed within three weeks after receipt. 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 credits. Except in rare cases, master's programs require a thesis. All doctoral degrees require a minimum of 45 credits in the primary area and 30 credits in a supporting area as well as research, foundation, and thesis work.

Fulfillment of degree requirements includes successful completion of a series of comprehensive examinations and the presentation of a dissertation or thesis. Although individual programs are flexible, a strong background in educational psychology, human development, and research skills is considered essential.

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.

Measurement, Evaluation, and Research.

The measurement and research component of educational psychology studies techniques that help educators assess the extent to which new courses, methods, and learning experiences affect the end product of the schools. This component emphasizes systematic data gathering procedures, measurement, statistical methodology, and evaluation. The application of research design and statistical methods in measurement and the drawing of inferences about education and human development receive special attention. 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. Each student's course of study takes into account the student's needs, interests, and previous training and experience.

Students who want to discuss pursuing graduate studies in this program should see Arthur Mittman or Richard Rankin.

School Psychology. The school psychology program prepares professionals to work effectively in the diagnosis and remediation of personal, social, and educational problems. Two degree programs are offered:

MASTER OF 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 areas: (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 areas. 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. The program culminates in the completion of a dissertation involving independent research.

Students who want to discuss the possibility of pursuing graduate studies in this program should see Wesley C. Becker.

General Educational Psychology. The general educational program trains college teachers and researchers specializing in educational psychology. Human learning and behavior are stressed. Instructional support comes from many University departments, but especially 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.

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 (GTFs) are available. When positions are open, they are advertised through the College of Education and the Office of Affirmative Action. Students showing the most potential for work in educational psychology are given priority. Also considered is the extent to which the work will benefit the student's program goals.

Courses in Counseling Psychology (CPSY)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3) Career alternatives. Designed to help undergraduates make career decisions and to increase awareness of the self, the world of work and nonwork, social and psychological characteristics of the work environment, nonwork activities and the importance of work to life style, and skills for locating resources and implementing career plans. Ripley.

200 SEARCH (1-3)

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

406 (G) Special Problems (Arr)

407 (G) Seminar (Arr)

408 (G) Workshop (Arr) Personal Development is a current topic.

409 (G) Practicum (Arr) Recent topics are 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. P/N only. Prereq: CPSY 450.

410 (G) Experimental Course (Arr) Recent topics are Counseling and Sexuality, Introduction to Career Development, and Rational-Emotive Counseling.

425 (G) Final Supervised Field Experience (Arr) For students completing the final field experience for basic certification endorsement in school counseling. Prereq: instructor's consent.

450 (G) Introduction to Counseling (3) Prepracticum exposure to counseling relationships; semistructured communication exercises and development of personal facilitative skills; observation of counseling and interaction response.

463 (G) Dreikursian Principles of Child Guidance (3) Discovery and treatment of emotionally and socially maladjusted children; the home, the school, and the community in relation to children's mental health. Opportunities to observe family counseling techniques. Based on the ideas of Alfred Adler and Rudolf Dreikurs. Morse.

464 (G) Adlerian Education and Counseling for Couples (3) Review of and instruction in Adlerian theory and techniques for counseling couples and for conducting education groups for couples. Lowe.

485 (G) Principles and Practices of Guidance Services (3) General overview of the guidance function in a free society; principles and procedures attendant to guidance and counseling services in American schools. Rousseve.

486 (G) Counseling Procedures (3) Strategies for accomplishing counseling purposes of choice, change, and confusion reduction. Demonstration and discussion of individual counseling. Schweitzer.

488 (G) Educational and Vocational Guidance (3) Designed to broaden theoretical understanding of career development theory and to encourage application of theory to the practice of vocational and educational guidance within schools, clinics, and employment centers. Loughary, Ripley.

491 (G) Group Counseling (3) Designed to help develop group-leadership skills. Topics include group process and group objectives, factors that facilitate and hinder constructive interaction, assessment of continuing group process, and groups in the larger social context. Acker.

493 (G) Values and Human Behavior (3) Values and beliefs as sources of motivation in human behavior, with applications to the counseling process. Exploration of both psychological and philosophical underpinnings of mature personal integration in the contemporary world. Rousseve.

495 (G) Counseling Nonwhite American Minorities (3) Concepts and current issues in understanding and counseling Native Americans, black Americans, Asian Americans, and Americans with Spanish surnames. Strategies for facilitating healthy identity formation among nonwhite, ethnic minority individuals living in the United States. Rousseve.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr)

508 Workshop (Arr) P/N only. Adlerian Life-Style Analysis is a recent topic.

509 Practicum (Arr) P/N only. Recent topics are Career Counseling, Cognitive Behavior, College Counseling, Community College Counseling, Counseling—DeBusk, Elementary School Guidance, Family Counseling (Parent/Child and Parent/Youth), Field Placement, Psychodynamics, Rational Emotive Theory, and Secondary School Guidance.

510 Experimental Course (Arr) Recent topics are Adlerian Theory, Advanced Research Methods in Counseling, Appraisal, Doctoral Proseminar, Psychodynamics of Counseling, Psychological Assessment, Psychology of Men, Research Methods in Counseling, Supervision, and Techniques in TA and Gestalt Counseling.

512 Ethical and Legal Issues in Counseling (3) Current ethical and legal concerns in the professional practice of counseling. Ethical theory and decision-making processes; legal aspects of client-counselor relationships. Sherman, Thompson.

526 Counseling Theories (3) Survey, evaluation, and integration of philosophical and theoretical assumptions that underlie counseling procedures. Moursund.

530 Psychological Evaluation in Private Practice (3) How to write a meaningful psychological report based on a skilled interview, mental status examination, and psychological testing of a client, and including diagnosis and recommendations. Private practice issues; guest lectures by licensed psychologists. Toobert.

609 Master's Internship (6-16) Supervised counseling residency in an agency or private practice. Scheduled toward the end of or following formal instruction and practica.

Courses in Educational Psychology (EPSY)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Course

200 SEARCH (1-3)

Upper-Division Courses

321 Human Development and Group Processes (3)

Human development processes from conception to early adulthood and their implications for teachers. Relevance of group processes to motivation, social values and perspectives, and teaching strategies. Lovell, Moursund, Schmuck.

322 Learning and Assessment in Education (3)

Applications of basic learning processes to program design, teaching procedures, and classroom management. Educational assessment procedures including intelligence and achievement tests, procedures for monitoring student progress, and procedures for evaluating teaching efforts. Becker, Dizney, Moursund.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) 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.

408 (G) Workshop (Arr)

409 (G) Practicum (Arr) Recent topics are Field Work in School Psychology, Intelligence Testing I and II, Internship in School Psychology, School Psychology—DeBusk, and School Psychology—Educational Assessment.

410 (G) Experimental Course (Arr)

424 (G) Measurement in Education (3) Informal and standardized tests as supervisory and guidance instruments for the diagnosis, analysis, evaluation, and improvement of instruction in 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.

435 (G) Developmental Psychology of the Child (3)

Child growth, development, and psychology with special emphasis on the relevance of knowledge in these areas to applied professions. Lovell.

436 (G) Developmental Psychology of the Adolescent (3)

Adolescent growth and development and the psychology of adolescence. Emphasis on educational and applied implications of growth and development.

439 (G) The Gifted Child (3) The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child. Lovell.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topics are Advanced Computer Methods Research, Instructional Consultation, Intermediate Computer Methods Research, Multiple Regression Analysis, Nonparametric Techniques, Psychological Issues of Educational Computers, and School Psychology Linkage I.

508 Workshop (Arr)

509 Practicum (Arr) Computer Educational Research and Emotionally Handicapped Children are recent topics.

510 Experimental Course (Arr)

515 Educational Statistics (3) Introduction to descriptive and inferential statistics, probability theory, t-tests, correlation, and common nonparametric tests. Freund, Kranzler.

516 Research Methods in Education I (3) Not offered 1984-85.

517 Research Methods in Education II (3) Analysis of variance statistical methods, with application to education and counseling. Introduction to use of computer programs for data analysis. Analysis of published research. Prereq: EPSY 515, 516 or equivalents. Freund, Kranzler.

518 Research Methods in Education III (3) Logic of multiple regression analysis and factor analysis; introduction to measurement theory and practice and to principles of program evaluation. Design of research studies. Prereq: EPSY 517 or equivalent. Becker, Rankin.

519 Research Methods in Education IV (3) Survey of published research papers to illustrate the various types of designs that are most frequently used in educational research. Prereq: EPSY 517, 518 or instructor's consent. Rankin.

521 Advanced Statistical Methods in Education I (3)

Statistical principles underlying educational and psychological research designs. Topics include salient distribution functions, matrices in statistical analyses, one- and two-way fixed- and random-effects analysis of variance, multiple comparisons, orthogonal polynomials, and trend analysis. For advanced graduate students and others interested in applied statistics. Prereq: EPSY 515, 516, 517, 518 or instructor's consent. Mittman.

522 Advanced Statistical Methods in Education II (3)

Study of designs that evolved from EPSY 521. Emphasis on exercises and practice in selecting the appropriate design. The assumptions and limitations of the different models. Prereq: EPSY 521 or instructor's consent. Mittman.

525 Theory and Technique of Educational Measurement (3)

Basic concepts of measurement with emphasis on item sampling, classical test theory, validity, reliability, units and norms, and item statistics. Application of the topics in the educational context. Prereq: EPSY 424, 521, 522 or instructor's consent. Mittman.

526 Final Supervised Field Experience (Arr) Limited to students in school psychology program for basic certification endorsement. P/N only. Prereq: instructor's consent.

529 Advanced Educational Psychology I (4)

Review of learning theories and variables; implications for teaching methodology and classroom management. Primarily for graduate students in educational psychology and other departments of the College of Education and those seeking administrator certification; others admitted with instructor's consent. Rankin.

530 Advanced Educational Psychology II (4)

Motivation related to human learning and to education. Major theories and research, examination of possible applications. Lovell, Moursund. Not offered 1984-85.

531 Advanced Educational Psychology III (4)

The social psychology of education. Theories, research, and educational applications; perceptions, group dynamics. Moursund, Schmuck.

549 Principles and Practices in School Psychology I (3)

The theory, role, and function of school psychology in its relation to learning and the school setting. Primarily for graduate students in school psychology.

554 Behavioral Consultation (3)

Use of behavioral change strategies and the delivery of these services via a consultation model. Students conduct behavioral consultation with school personnel. Prereq: knowledge of the principles of behavior modification.

555 Consultation in Organizational Development (4)

Theory and techniques of organizational development. Training, data feedback, confrontation, consultation. Designed to improve the capacity to solve problems in school settings. Schmuck.

564 Theories of Intelligence (4)

The rationale underlying modern intelligence tests. Description of factorial and G factor models in order to understand the nature of intelligence. Review of literature showing how tests in general contribute to psychoeducational theory. Attention to practical psychomotor problems. Prereq: instructor's consent. Rankin.

Educational Policy and Management

235 Education Building

Telephone 686-5173

Robert H. Mattson, Associate Dean

Faculty

Max G. Abbott, Ph.D., Professor (administrative theory, organization theory, policy and governance). B.S., 1949, M.S., 1951, Utah State; Ph.D., 1960, Chicago.

Jane H. Arends, Ph.D., Senior Research Associate (educational program development and evaluation, social psychology of education); Associate Director for Administration. B.A., 1962, Whitman; M.S.T., 1965, Portland State; Ph.D., 1975, Oregon.

Gerald K. Bogen, D.Ed., Professor (human resource management, higher education administration, academic governance). 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 (research in school administration and policy development, careers in organizations); Deputy Director for Research and Development, Center for Educational Policy and Management. B.S., 1951, M.S., 1955, Utah; Ed.D., 1957, California, Berkeley.

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Steven M. Goldschmidt, J.D., Associate Professor (law and education, collective bargaining, juvenile delinquency). B.A., 1966, Oregon; J.D., 1969, California, Berkeley; M.A., 1972, Oregon.

William T. Hartman, Ph.D., Associate Professor (school finance, computer applications in educational administration, school budgeting and business management). B.M.E., 1965, Florida; M.B.A., 1967, Harvard; Ph.D., 1979, Stanford.

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Philip K. Piele, Ph.D., Professor (management information systems, microcomputers and administration, microcomputer networks and communications); Director, ERIC Clearinghouse on Educational Management; Executive Secretary, Oregon School Study Council. B.A., 1957, Washington State; M.S., 1963, Ph.D., 1968, Oregon.

Ralph C. Rands, D.Ed., Associate Professor (community college administration, personnel administration and evaluation, communications). B.A., 1949, Linfield; M.Ed., 1954, D.Ed., 1966, Oregon.

Philip J. Runkel, Ph.D., Professor of Education and Psychology (school organization and change, organizational development, research methods). B.S., 1939, Wisconsin, Stevens Point; M.S., 1954, Ph.D., 1956, Michigan.

Richard A. Schmuck, Ph.D., Professor (social psychology of education, organizational development, group processes); Director, Graduate Studies. B.A., 1958, M.A., 1959, Ph.D., 1962, Michigan.

Shirley J. Wilson, D.Ed., Assistant Professor (student personnel services); Director, Office of Academic Advising and Student Services. B.A., 1952, Whitman; M.A., 1957, Stanford; D.Ed., 1978, Washington State.

Courtesy

Jane Farrand DeGidio, Ph.D., Courtesy Assistant Professor (student personnel, individual and group counseling, apprenticeship and problems of blue-collar workers). B.A., 1968, Minnesota; M.S., 1974, Ph.D., 1980, Oregon.

Richard P. Francisco, Ph.D., Courtesy Associate Professor (equity in education, group and leadership skills, interpersonal problem solving, student services). B.A., 1971, Colorado; M.Ed., 1974, Oregon State; Ph.D., 1976, Oregon.

J. David Rowe, B.A., Courtesy Assistant Professor (community development, institutional facilities); University Planner. B.A., 1955, Park College.

Jon W. Rivenburg, Ph.D., Courtesy Assistant Professor (finance, organizational theory); Director, Institutional Research. B.M., 1978, Pacific Lutheran; M.Ed., 1980, Columbia; Ph.D., 1983, Oregon.

Participating

C. A. Bowers, Ph.D., Professor of Education.

John A. Bruce, Ph.D., Adjunct Associate Professor of Education; Director, E. C. Brown Foundation.

Douglas Carnine, Ph.D., Associate Professor of Teacher Education.

Randall W. Eberts, Ph.D., Associate Professor of Economics.

Meredith Gall, Ph.D., Professor of Education.

Russell M. Gersten, Ph.D., Assistant Professor of Special Education.

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.

Harry F. Wolcott, Ph.D., Professor of Education and Anthropology.

L. Harmon Zeigler, Ph.D., Professor of Political Science.

Emeriti

Thomas Dahle, Ph.D., Professor Emeritus (adult education). B.S., 1938, M.S., 1949, Wisconsin; Ph.D., 1954, Purdue.

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.

Grace Graham, Ed.D., Professor Emerita (social foundations). B.A., 1933, M.A., 1936, South Carolina; Ed.D., 1952, 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.

Roy E. Lieullen, Ed.D., Chancellor Emeritus, Oregon State System of Higher Education (higher education). B.S., 1940, Pacific University; M.S., 1947, Oregon; Ed.D., 1955, Stanford.

Miles E. Romney, Ph.D., Professor Emeritus (educational administration, school finance, curriculum development); Vice-Chancellor Emeritus, Oregon State System of Higher Education. Ph.D., 1947, Utah.

Adolph A. Sandin, Ph.D., Professor Emeritus (elementary education, curriculum, organization). B.A., 1933, Central Washington; M.A., 1938, Washington; Ph.D., 1943, Columbia.

Hugh B. Wood, Ed.D., Professor Emeritus (international education). B.S., 1931, Toledo; M.A., 1935, Colorado; Ed.D., 1937, Columbia.

Special Staff

Wynn M. DeBevoise, B.A., Research Assistant; Coordinator of Communications. B.A., 1966, Stanford.

Charlene J. Phipps, B.A., Research Assistant; Specialist for Public Information and Administration. B.A., 1967, Sacramento State.

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, superintendents, and information and field services.

Master of Science Degree

The M.S. program provides students with an introduction to graduate-level study and an opportunity to specialize in school administration, in higher education management, and in educational policy and foundations. 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 credits and maintain a B average in all courses taken for grades. Of the 45 credits, 36 must be earned in formal courses and 30 in the major. Credits earned in other institutions and programs may be transferable if the University's residency requirement (a minimum of 30 graduate credits taken over a minimum of two terms at the University) is met.

Students also must complete a departmental thesis or examination. Theses 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

Doctor of Education (D.Ed.) and Doctor of Philosophy (Ph.D.) degrees may be earned in educational policy and management with specialization in the following areas: community colleges, school administration, policy research and analysis, history of education, law and education, personnel administration, computers in educational management, finance and economics in education, higher education, organization development, and student services.

Applicants to all doctoral programs are evaluated on the basis of (1) four letters of recommendation, (2) undergraduate and graduate programs and GPAs, (3) Miller Analogies Test (MAT) 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 Miller Analogies Test (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.

Information and Field Services

The program 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. The program also disseminates information on exemplary practices and new developments in education and facilitates communication between the College of Education and those in the field.

Research and Development

Through research and development activities that bring together scholars, educational practitioners, and community leaders, the Center for Educational Policy and Management (CEPM) seeks to improve the use of human resources in schools. Currently the center's research focuses on three program areas—administrative leadership, staff development, and secondary school organization. Researchers are examining such issues as (1) instructional leadership in schools and ways in which administrative functions can positively affect student performance; (2) the characteristics of effective staff development programs for teachers and the role that administrators should play in program design and implementation; and (3) the characteristics of effective secondary schools and implications for their management.

The center's work in the recent past has resulted

in an increased understanding of the processes of change in education and the effects of collective bargaining on schools.

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 student achievement. Projects are built on the 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 an 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. In-service training for teachers and administrators is an important vehicle for improving 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. CEPM researchers and faculty study the fidelity of such activities to district policy and management aims and their effectiveness in terms of classroom practice and productivity.

Program on Secondary School Organization. The program on effective practices at the secondary level is a relatively recent addition to the center's research agenda. Prior research on this topic, though limited, suggests that the organization of student work at the secondary level is complex and does not respond to all of the same variables that operate at the elementary level. For instance, at the secondary level district and school policies affect instructional goals differently, departmentalization of the curriculum adds complexity to the problem of instructional coordination, academic requirements vary, and the student becomes a problem in the school organization.

Courses in Educational Policy and Management (EDPM)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

Upper-Division Courses

327 Social Foundations of Teaching (3) The school as a social institution. 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.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr)

407 (G) Seminar (Arr) Seminar topics offered as student interest and faculty availability warrant.

409 (G) Practicum (Arr)

440 (G) History of Education (3) Historical study of the role of education in Western society. Significant educational literature; basic ideas that have tended to give form and purpose to educational thought and practice in Western culture. Edson.

441 (G) History of American Education (3) Social, intellectual, and institutional trends in the history of American education; the evolution of formal systems of education; appreciation 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.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topics include Academic Governance, Analytical Problem Solving, Contract Management, Financing Higher Education, Historiography of American Education, History of Higher Education, Management Information Systems in Education, Microcomputers and Educational Management, Microcomputer Networks and Communication in Education, and Personnel Evaluation.

508 Workshop (Arr) P/N only. Recent topics are Communication Skills and Human Relations, Budget Planning and Preparation, and Goal Setting and Policy Development.

509 Practicum (Arr) Practicum for Interns is a current topic.

513 Educational Organization and Administration

(3) 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.

514 Governance and Policy in American Schools

(3) Analysis of the roles of the federal, state, and local agencies in governing elementary and secondary schools and the establishment of school policy. Alternative patterns for governing schools at the state level. Abbott.

515 Organizational Theory in Education (3) Structures, processes, and procedures that characterize the formal organization of educational institutions; approaches to organizational analysis, organizational legitimation, regulation, integration, adaptation.

516 Advanced Organizational Theory in Education

(3) The social organization of educational institutions; emphasis on the impact of organizational needs and personnel characteristics on the social organization.

520 Adult Education (3) Survey of adult education: purposes, programs, philosophy, methods, materials, agencies, organization. Not offered every year.

522, 523 Policy Research and Analysis I, II (3,3)

Nonstatistical treatment of the basic concepts and methods of research on educational policy. Charters.

524 Law and Schools (3) Analysis of the legal system and the legal method. Application to factual situations that arise in the operation of public schools. The legal authority of local, state, and federal governments, including the bases of and limitations on that authority. Goldschmidt.

526 Student Rights (2) Analysis of the legal rights of elementary and secondary students under state and federal constitutions, statutes, and administrative values. Prereq: EDPM 524. Goldschmidt.

528 Teacher Rights (2) Introduction to the legal rights and liabilities of school personnel under state and federal constitutions, statutes, and administrative rules. Prereq: EDPM 524. Goldschmidt.

530 Higher Education in Developing Countries (3) Brief survey of higher education in selected developing countries; comparison with American higher education; relation to economic development, major problems. Not offered every year.

542 Urbanization, the Pupil, and the School (3) History of urban education; bureaucratization, patterns of political control of schools, teachers' and students' perceptions of the system, functions of mass schooling, and current strategies for change. Relation of schools to changes in urban politics and socio-economic structure in specific American cities. Edson.

550 Administration of College Student Services (3) 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.

552 Administration of the Community College (3) Examination of the origin and functions of the community college movement; emphasis on problems and issues in organization and administration. Rands.

554 Programs in the Community College (3) Survey of the variety of programs offered in the community college and their relationship to other educational, professional, and vocational areas. Rands.

570 Human Resource Management (2) Laboratory course in management skills relating to management of time, building motivation, forming work groups, establishing trust, implementing change, and researching agreement. Bogen.

573 Business Management in Education (2) Application of systematic procedure to the problems of acquiring fiscal resources of a school district and managing its expenditures. Hartman.

574 Educational Program Research and Evaluation (2) Developing and conducting a comprehensive program of research and evaluation activities in a public school system at the district, building, and classroom levels.

576 School Buildings (2) 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.

577 Collective Bargaining in Education (3) Collective bargaining in the public school. History and theory of collective bargaining; Oregon's collective bargaining statutes; specific collective bargaining issues. Simulated bargaining sessions. Goldschmidt.

578 School-Community Relations (2) Long- and short-term social, economic, political, and technological forces affecting the relationship of schools to the community, community-interest groups, their purposes, leaders, and school-related interests. Schmuck.

580 School Personnel Administration (3) Examination of principles and practices of personnel management in elementary and secondary schools. Analysis of legal requirements for personnel managers. Not offered every year.

583 Policy Development (3) Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences. Not offered every year.

589 The Economics and Financing of Education (3) Private and social benefits; taxation; state distribution formulas; allocation within districts; economics of higher education. Hartman.

592 Administration of Colleges and Universities (3) Institutional organization—case studies; institutional objectives; academic organization for instruction, research, and participation in governance; changing student roles; public services; general administrative functions and activities. Lallas.

593 Higher Education Survey (3) Survey of present status and trends. Impact of national goals; types of institutions; governance; state and federal financing; management information systems; innovation and change; higher education and the public. Bogen.

597 Methods of College Teaching (3) Review of some prevailing concepts and suppositions about teaching and learning; examination of a number of different methods and techniques of college teaching. Rands.

Note: The University of Oregon, Oregon State University, and Portland State University offer a 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 Richard A. Schmuck, 686-5171.



Special Education and Rehabilitation

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Hill M. Walker, Associate Dean

Faculty

Earletta J. Bailey, Ph.D., Assistant Professor. B.S., 1972, Oregon; M.S., 1976, Portland State; Ph.D., 1983, Oregon.

Susanne Beaman, M.S., Instructor. B.S., 1976, Oregon; M.S., 1977, Clark College.

G. Thomas Bellamy, Ph.D., Associate Professor; Director, Specialized Training Program; Coordinator, Developmental Disabilities Area. B.A., 1968, Davidson; M.A., 1971, Wisconsin, Madison; Ph.D., 1975, Oregon.

Diane D. Bricker, Ph.D., Professor; Coordinator, Interdisciplinary Program. B.A., 1959, Ohio State; M.S., 1965, Oregon; Ph.D., 1970, George Peabody.

Philip Browning, Ph.D., Professor; Coordinator, Rehabilitation Research Area; Research Director, Research and Training Center. B.A., 1962, Howard Payne; M.A., 1966, Texas Technological; Ph.D., 1969, Wisconsin, Madison.

Ned J. Christensen, Ph.D., Professor; Director, Speech Pathology-Audiology; Coordinator, Communications Disorders. B.A., 1954, M.A., 1955, Brigham Young; Ph.D., 1959, Pennsylvania State.

Dan Close, Ph.D., Assistant Professor. B.A., 1971, California Lutheran; M.A., 1973, Idaho State; Ph.D., 1977, Oregon.

Ginny Brady Dobson, M.S., Instructor. B.S., 1968, M.S., 1971, Oregon.

R. William English, Ph.D., Associate Professor; Associate Director, Research and Training Center. B.A., 1964, M.A., 1967, Southern Illinois; Ph.D., 1968, Wisconsin, Madison.

Andrew S. Halpern, Ph.D., Professor; Director, Research and Training Center. B.A., 1961, Carleton; M.A., 1963, Yale; Ph.D., 1966, Wisconsin, Madison.

Robert H. Horner, Ph.D., Assistant Professor. B.A., 1971, Stanford; M.S., 1975, Washington State; Ph.D., 1978, Oregon.

Dean P. Inman, Ph.D., Assistant Professor. B.A., 1970, California State, Sacramento; M.S., 1973, Utah State; Ph.D., 1976, Oregon.

Marilyn A. Nippold, Ph.D., Assistant Professor. B.A., 1972, California, Los Angeles; M.A., 1975, California State, Long Beach; Ph.D., 1982, Purdue.

Iris E. Peters, M.A., Instructor. B.S., 1974, North Dakota; M.S., 1976, San Francisco State.

Cindy M. Rhoades, Ph.D., Assistant Professor. B.A., 1974, Humboldt State; M.S., 1976, Ph.D., 1980, Oregon.

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.

Richard W. Zeller, M.A., Instructor. B.A., 1967, Willamette; M.A., 1968, California, Los Angeles.

Courtesy

Daryl Anderson, Ph.D., Courtesy Assistant Professor. B.S., 1965, M.S., 1969, Portland State; Ph.D., 1973, Washington.

Bruce E. Becker, M.D., Courtesy Associate Professor. B.S., 1965, Iowa State; M.D., 1969, Tulane School of Medicine.

Ralph Coleman, Ph.D., Courtesy Associate Professor. B.S., 1954, Oregon State; M.S., 1960, Oregon; Ph.D., 1963, Northwestern.

Loyal D. Ediger, Ph.D., Courtesy Assistant Professor. B.A., 1963, Tabor; M.S., 1966, Ph.D., 1969, Utah.

Lee Ann Golper, Ph.D., Courtesy Assistant Professor. B.A., 1971, Indiana; M.S., 1976, Portland State; Ph.D., 1982, Oregon.

Marilyn A. Kerins, M.S., Courtesy Assistant Professor. B.A., 1970, Western Michigan; M.A., 1975, Indiana.

Robert C. Marshall, Ph.D., Courtesy Assistant Professor. B.A., 1961, California, Santa Barbara; M.S., 1965, Oregon; Ph.D., 1969, Oklahoma.

Jane E. McDonald, M.A., Courtesy Instructor. B.A., 1966, M.A., 1968, Missouri.

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Emeriti

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Opportunities in Special Education

The Division of Special Education and Rehabilitation houses the Center on Human Development and three program areas: developmental disabilities, rehabilitation, and speech pathology-audiology. In addition, an interdisciplinary degree in special education and rehabilitation

is available at the doctoral level for those with clinical professional interests that span a number of related areas.

Although united by University and Graduate School requirements and by several broad ideological tenets, each area functions independently within the division and has its own admission, program of study, and student evaluation procedures.

The division prepares students to work directly and indirectly with handicapped individuals in school and community programs. It is committed to de-emphasizing traditional categorical designations for exceptional individuals.

Students develop instructional and management skills for working with individuals who have a variety of handicapping conditions. All programs in the division include extensive practicum experiences where academic knowledge is applied in actual service settings. Students learn how to develop effective intervention strategies, coordinate programs, and provide services to exceptional individuals from 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 Teacher Education section of this catalog.

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 include teaching preschool, school-aged, and adult handicapped; habilitating the handicapped; managing residential living centers; coordinating in-service training programs; consulting with teachers for maintenance of handicapped children in regular classrooms and school settings; and conducting research, teaching in college, and working in administration.

Financial Assistance

A limited number of stipends, fellowships, and loans are available.

Stipends. Stipends are available to a few highly qualified master's or doctoral degree candidates. All students who receive stipends enroll in practica quarterly as part of their professional training. Practicum experiences may include supervising student teachers, assisting in teaching a class, or conducting research.

Graduate Teaching Fellowships. Graduate students in the division may be employed in a variety of settings as graduate teaching fellows (GTFs). 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 Graduate Application for Admission. Formal application 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 available from the University and from the

federal government. Information regarding loans may be obtained from the Office of Student Financial Aid, 260 Oregon Hall.

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: For endorsement programs to work with the mildly handicapped, see the **Teacher Education** section of this catalog.

Master's Degree

Master's degree requirements and procedures are the same as those described for other divisions within the College of Education. Applicants should 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, inquire at the Graduate Student Records Office, 112 Education Building.

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 the Graduate Record Examination (GRE) or both
5. Evidence of writing ability
6. Statement of professional goals

Deadlines 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 according to available resources. Students interested in more than one area program should so indicate on their applications, and their files will be reviewed by the relevant committees. 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. Many special education courses are available to undergraduates.

Students interested in immediate experiences with the handicapped may participate as volunteers or observers in school and commu-

nity service programs for exceptional citizens. Participants in these activities may also 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, Rehabilitation 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 involve neuromuscular education, mainstreaming, and social skills training. CHD projects are major practicum sites for area training. CHD resources are made available to faculty and students in each academic area, and principal investigators participate fully in training activities.

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 Endorsement Program is competency-oriented and field-based. It prepares professionals to work with individuals traditionally labeled moderately, severely, or profoundly retarded; physically and multiply handicapped; and autistic or autisticlike. It combines University study with extensive practicum experiences in integrated public school and other community service programs. The SHL program permits students to focus on preprimary, elementary, or secondary programming. It requires 50 credits of course work. Full-time students can complete the basic endorsement program in four consecutive terms; it is also open to people who work with severely handicapped learners and attend school part time.

Both undergraduates and graduates can be admitted to the 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, 112 Education Building.

Basic Endorsement. The following courses are typically included in the SHL basic endorsement program:

50 credits

SPED 407 Seminar: Habilitation of the Severely Handicapped ^{4,5}	3
SPED 407 Seminar: Language Intervention for the Severely Handicapped	3
SPED 485 Behavior Management with Exceptional Children	4
SPED 490 Issues in Early Education of the Handicapped ^{3,5}	3
SPED 491 Curriculum Programming for the Severely Handicapped	3

SPED 492 Programming for Secondary Severely Handicapped Students ^{1,5}	3
SPED 507 Seminar: Research Design in Special Education	3
SPED 507 Seminar: Curriculum Programming for the Severely Handicapped II	3
SPED 507 Seminar: Legal and Organizational Issues	3
SPED 507 Seminar: Transdisciplinary Approaches ^{2,5}	3
SPED 562 Advanced Psychology of Exceptionality	3
SPED 409/509 Practicum (2 or 5 credits each)	10
SPED 426/526 Final Supervised Field Experience	12

- 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 credits

Standard Endorsement. The area also offers a program approved for the standard SHL endorsement. This program requires 19 credits, is highly individualized, and builds skills in supervision and curriculum development as well as 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 prepares 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 handicapping conditions ranging from mild to severe, as well as focusing on nonhandicapped young children. Master's degree students in early childhood education of the handicapped are prepared for two primary roles: (a) direct intervention with young children, as a classroom teacher or specialist, and (b) coordination or supervision of programs for young handicapped and nonhandicapped children. Full-time students can complete the program in four consecutive terms. Students may combine the program in early childhood education of the handicapped with the SHL endorsement program.

Adult Services. Community programs for developmentally disabled adults continue to expand rapidly. 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 assumes that graduates should be trained to become effective leaders in adult services.

The program requires a minimum of four academic terms (one calendar year), with approximately 60 credits of course work and field experience assignments. Although specific courses required depend on the student's entering skills and professional goals, all students meet five major program requirements: (1) courses to provide a foundation of knowl-

edge in special education and related fields; (2) 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 applicants whose undergraduate records or work experiences or both are relevant to 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 interest area is defined and the program of study developed in consultation 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 program requires a minimum of 45 credits, completion of five required courses, 6 credits of research, a master's degree project, and a comprehensive examination.

Interdisciplinary Doctoral Degree Program

This degree program provides maximum flexibility in accommodating students' professional interests. It has a strong clinical focus and requires demonstration of acceptable knowledge and performance in such skill areas as teaching, supervision, research design, proposal development, and professional writing. An Interdisciplinary Program Committee helps the student select content specialization areas and advises concerning area and general program requirements.

The developmental disabilities, rehabilitation, 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 students whose career interests require knowledge and skills from several disciplines.

As with other degree programs in the division, students have minimum course requirements and should work closely with the committee to develop programs suited to their specific needs. The program requires a core area of work within special education and rehabilitation and two related focus or content areas. Students are expected to participate in a variety of clinical practica.

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 must 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 criteria for meeting them.

The goal of the doctoral program is to prepare individuals to assume roles as scholars, leaders, and program developers in special education and rehabilitation. The area focuses on severely handicapped individuals ranging 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 in order to acquire the knowledge and background necessary to meet the core competency requirements. Some competency requirements may be satisfied by such course projects as research proposals, research critiques, and grant proposals.

Three years of full-time study are required for completion of the doctoral degree in the Developmental Disabilities Area. By the end of the first term a program advisory committee, consisting of the student and at least two faculty members, is appointed. It helps the student develop a doctoral plan, monitors and coordinates the student's progress toward the degree, and participates in an annual review of the student by 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 with primary emphasis on 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 doctoral degree student develops an individualized curriculum that 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 secondary field of study 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

practical professional experience 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 in the fall term only.

Speech Pathology-Audiology

The undergraduate instructional area of speech pathology-audiology offers Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees.

Program Objectives

1. To provide knowledge of the scientific aspects of speech, hearing, and language—normal and disordered
2. To provide basic training in diagnosis and treatment of communication disorders in children and adults
3. To provide, along with study courses, the opportunity for supervised clinical practice both on and off campus
4. To provide 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 eventually may 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.

45 credits

SPA 370 Clinical Phonetics	3
SPA 371 Acoustics of Speech	3
SPA 472 Anatomy and Physiology of Speech and Language	3
SPA 480 Normal Speech and Language Development	3
SPA 481 Speech-Language Pathology I	3
SPA 482 Speech-Language Pathology II	3
SPA 483 Speech-Language Pathology III	3
SPA 487 Fundamentals of Audiology	3
SPA 488 Audiological Assessment	3
SPA 489 Audiological Rehabilitation	3
SPA 473 Visual Language and Lip Reading	3
SPA 474 Speech and Hearing Methods in the Schools	3
SPA 409 Practicum	9

The student must have 18 credits in upper-division courses outside of speech pathology-audiology that substantially complement the major program. The 18 upper-division credits need not be from any one department or field.

Requirements for Basic Endorsement: Speech Impaired

In order to qualify for the basic endorsement: speech impaired, the student must pass the Secondary Education Admissions Tests. Tests should be taken when the student declares the SPA major and no later than the term of enrollment in SPA 370.

The following are additional requirements for endorsement to work with the speech impaired in Oregon public schools. They are not required for the baccalaureate degree in speech pathology-audiology, but without them one cannot work in the public schools or in any agency where state endorsement is mandatory.

32-33 credits

SEED 436 Secondary Educational Media	2-3
EPSY 321 Human Development and Group Processes	3
EPSY 322 Learning and Assessment in Education	3
SPA 480 Normal Speech and Language Development	3

One of the following:

CI 445 Modern Philosophy of Education	3
CI 471 Education in Anthropological Perspective	3
EDPM 327 Social Foundations of Teaching	3
EDPM 441 History of American Education	3

One of the following:

CI 428 Psychology of Reading Instruction	3
ELED 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
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Although not required for the basic endorsement, a course in exceptional children should be taken in preparation for the standard endorsement and to supplement 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, 480, 481, 482, 483, 487, 488, 489. Because SPA 425 meets in schools all day, five days a week, 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 present the basic endorsement is granted for a three-year

period and can be renewed for a second three-year period as specified by the Teacher Standards and Practices Commission (TSPC).

If at all possible, the student should plan to enter graduate school immediately after completing undergraduate training to complete the fifth year, possibly earning a master's degree. Endorsement requirements in Oregon, as in other states, are under constant review and subject to change.

In summary, to receive State of Oregon basic endorsement to work with the speech impaired in public schools, the student must (1) pass the Secondary Education Admissions Tests, (2) complete all requirements for the speech pathology-audiology major, (3) complete the requirements for a basic endorsement as specified by the Oregon TSPC, and (4) 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 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 not accepted as majors may take basic courses as electives but may not enroll in any practicum or in courses for which a practicum is a prerequisite.

In the event that enrollment in practica must be limited, students with the best course preparation are given priority. Those with less preparation may have to delay their beginning practicum work.

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 practica.

In general, the student must have the same capacity for self-adjustment and emotional stability for admission to the practica that would be required in professional employment. A supervised practicum involves both student training and client service. Before being admitted to the practicum, the student must have demonstrated responsibility, maturity, and organizational skills.

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 integral to the educa-

tional program. The center provides consultations, evaluations, and therapy for individuals with the following difficulties: disorders of language and speech, hearing loss and deafness, cleft palate, articulation, stuttering, aphasia, mental retardation, cerebral palsy, physical injury, post-laryngectomy. 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 speech therapy for 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 treats children on a monthly basis, as does the Cranio-Facial Clinic. From ten to fifteen children are served each month.
5. A cooperative arrangement with local school districts enables both undergraduates and graduates to do practicum work in public schools. The school population is approximately 35,000 students. At present this type of practicum is limited by availability of openings in the schools.
6. The Child Center is a community facility for children who display behavior disorders.
7. The Portland Veterans Administration Hospital offers a limited number of internships.
8. The Child Development and Research Center at the Oregon Health Sciences University, Portland, offers practicum experience in selected cases.
9. Other off-campus facilities such as selected parochial schools, Head Start, child care centers, and preschool kindergarten programs sometimes provide practicum opportunities.

ASHA-CCC Requirements. The area offers all the necessary courses required by students who want to qualify for the American Speech and Hearing Association Certificate of Clinical Competence in Speech Pathology.

Graduate Studies

Both master's and doctoral degree programs are available in the Speech Pathology-Audiology Area.

Master's degree programs are for the Master of Arts (M.A.), Master of Science (M.S.), or Master of Education (M.Ed.). The M.A. requires the equivalent of two years of a foreign language. The M.Ed. requires that the candidate have a valid teaching certificate and 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 credits in 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, 112 Education Building.

Minimum Requirements for Master's Degree Programs

A planned program of at least 51 credits is required for speech pathology-audiology majors. At least 12 of these 51 credits 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 credits taken on campus must be graded. A minimum of 9 credits must be in 500-level courses. A minimum cumulative GPA of 3.00 is required for graduation. A graduate thesis may or may not be required, depending on staff and student considerations.

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 goals of the doctoral program in speech pathology-audiology are to train individuals to provide educational services to the handicapped and to train scholars to become leaders in colleges and universities and in federal, state, or local education agencies.

The highly individualized doctoral program relies heavily on tutorial and small-group instruction. Students also are expected to do some independent study.

The curriculum emphasizes skill and knowledge development in four primary areas: (1) basic communication processes and the management of speech, language, and hearing disorders and related disciplines; (2) research strategies and procedures; (3) university-level teaching; and (4) service and professional participation. A 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 helps the student develop an appropriate course of study compatible with the student's interests, background, and professional objectives. Programs may lead to either the Doctor of Philosophy (Ph.D.) or the Doctor of Education (D.Ed.) degree.

The doctoral program in speech pathology-audiology usually requires three years of full-time study beyond the master's level.

Courses in Special Education (SPED)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

405 (G) Reading and Conference (Arr)

407 (G) Seminar (Arr) Recent topics are Habilitation of the Severely Handicapped, Language Assessment and Intervention with the Handicapped, and Severely Handicapped Learner.

409 (G) Practicum (Arr) Recent topics are Adult Services, Developmental Disabilities, Experience with Young Handicapped Children, and Severely Handicapped.

426 Final Supervised Field Experiences (Arr) Full-time SHL involvement in the classroom for entire term. Assessment, determining instructional objectives, developing programs, training staff, designing classroom schedules, and working with school and service agencies. Prereq: Practicum: Severely Handicapped. P/N only.

485 (G) Behavior Management with Exceptional Children (4) Helps educators provide better instruction for students with varied social, emotional, cognitive, and learning styles. Teaching new behaviors, strengthening existing behaviors, maintaining changed behaviors, and reducing or eliminating undesirable behaviors. Conducting a behavior-change program.

490 (G) Issues in Early Education of the Handicapped (3) Assessment, program development, teaching methodology, and designing learning environments for the handicapped infant and young child. Motor, language, self-help, social, and cognitive development. Early intervention programs.

491 (G) Curriculum Programming for the Severely Handicapped I (3) Program development and appropriate curricula for the severely handicapped in reading, mathematics, and other academic areas. Emphasis on functional academic skills. Prereq: SPED 490.

492 (G) Programming for Secondary Severely Handicapped Students (3) Programming concerns, teaching methodology, and curricula for functional living skills and vocational training skills for the severely handicapped adolescent and adult.

Graduate Courses

501 Research (Arr) Research with Young Handicapped Children is a current topic.

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topics are Current Issues in Developmental Disabilities, Curriculum Programming for the Severely Handicapped II, Grant Writing and Project Management, Legal and Organizational Issues, Microcomputer Applications, Research Design in Special Education, Transdisciplinary Approaches, and Single-Subject Research Design.

509 Practicum (Arr) Current topics are Adult Services, College Teaching, Experience with Young Handicapped Children, Developmental Disabilities, Research, Severely Handicapped, Supervision, and Supervision of Teachers of the Severely Handicapped.

526 Final Supervised Field Experience (Arr) See description under SPED 426.

562 Advanced Psychology of Exceptionality Psychological, sociological, physiological, and historical perspectives on identifying and treating exceptional individuals. Evaluation of educational service delivery systems for the mildly, moderately, and severely handicapped.

Courses in Speech Pathology-Audiology (SPA)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

370 Clinical Phonetics (3) Sounds used in speech, determination of sounds, their symbolic nature, their production, physical and psychological phenomena involved in their perception, sectional differences.

371 Acoustics of Speech (3) The physics of speech.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

405 Reading and Conference (1-3) Topics to be arranged.

407 (G) Seminar (Arr) Public School Field Placement, and Sign Language I, II, and III are current topics.

409 (G) Practicum (Arr) Current topics are Strategies I: Observation, Strategies II: Assistance, Strategies III: Intervention, and Strategies IV: September Experience. Prereq: staff approval.

425 (G) Final Supervised Field Experience (Arr) Diagnostic and treatment experience in the school setting. Limited to students in speech handicapped program for basic endorsement. P/N only. Prereq: SPA 370, 371, 409, 472, 473, 474, 480, 481, 482, 483, 487, 488, 489. P/N only.

472 (G) Anatomy and Physiology of Speech and Language (3) Advanced study of anatomy, physiology, and neurology of speech processes. Prereq: SPA 370, 371.

473 (G) Visual Language and Lip Reading (3) Methods of teaching lip reading to the deaf and hard of hearing at the preschool, school, and adult levels; research studies; relation of lip reading to other aspects of audiological rehabilitation. Prereq: SPA 487, 488, 489.

474 (G) Speech and Hearing Methods in the Schools (3) Specific methods related to remediation of language and speech disorders of school children. Prereq: SPA 370, 371, 480, 481, 482, two terms of 409.

480 (G) Normal Speech and Language Development (3) Primary focus on the development of phonology, morphology, syntax, semantics, and pragmatics. Discussion of areas related to language development. Prereq: SPA 370, 371.

481 (G) Speech-Language Pathology I (3) Survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders with no known organic etiology. Prereq: SPA 370, 371.

482 (G) Speech-Language Pathology II (3) Survey of the theory, characteristics, diagnosis, and treatment of language and speech disorders associated with organic deficits. Prereq: SPA 370, 371.

483 (G) Speech-Language Pathology III (3) Introduction to diagnostics in speech and language disorders; case history recording, interviewing, basic testing procedures, analysis and criticism of tests. Prereq: SPA 481, 482.

487 (G) Fundamentals of Audiology (3) Basic anatomy of the ear; psychophysics of hearing; causes, types, and symptomatology of hearing impairments. Prereq: SPA 370, 371.

488 (G) Audiological Assessment (3) Basic pure tone, air and bone-conduction audiometry; interpretation of audiograms; introduction to speech audiometry. Prereq: SPA 487.

489 (G) Audiological Rehabilitation (3) Rehabilitation of hearing impairments; use of amplification and auditory training; psychosocial aspects of hearing impairments. Prereq: SPA 487, 488.

Graduate Courses

Note: Courses numbered 570 and above may not be offered every year.

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr)

509 Practicum (Arr) Language Diagnosis and Remediation is a current topic.

570 Early Language Assessment and Intervention (3) Speech and language in relation to learning, cognition, classroom performance, and other behavior.

571 Differential Audiological Assessment (3)

Advanced study of the audiometric findings in peripheral, central, and functional impairment.

572 Disorders of Articulation (3) Advanced study of articulation and articulatory problems in children and adults including delayed speech development, testing techniques, therapy materials and procedures, and current research findings. Demonstration with clinical cases.

573 Advanced Speech and Language Development (3)

Emergence and development of normal speech and language in children; acquisition of phonology, syntax, morphology, semantics, and pragmatics; current theories of language acquisition.

574 Adult Aphasia (3) Diagnosis and treatment of impaired motor and auditory speech resulting from cerebrovascular accident; family counseling; methods of therapy; case demonstration and studies.

575 Stuttering (3) The etiology, symptomatology, diagnosis, and treatment of stuttering behavior.

576 Voice Disorders (3) Functional and organic disorders of the voice; diagnostic and therapeutic approaches for various voice disorders.

577 Cleft-Palate Speech (3) Congenital cleft palate and cleft lip; implications for speech therapy; related orofacial abnormalities.

578 Diagnostic Procedures in Speech Pathology (3)

Rationale for major instruments, procedures, and materials used in conducting diagnostic work in cases of speech disorders; organizing diagnostic data and writing the clinical report.

579 Language Disorders of Children (3) Intensive study of language disorders of children; emphasis on contributions from linguistics, psychology, neurophysiology, and learning theory.

580 Motor Speech Disorders (3) Nature of speech disorders associated with lesions of central and peripheral nervous systems.

581 Auditory Language Processing (3) The role of auditory processing in language and learning disorders.



Teacher Education

170J Education Building

Telephone 686-3404

Associate Dean to be announced

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.

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 Associate (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.

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.

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.

Larry L. Horyna, M.A., Assistant Professor (community education); Director, Northwest 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.

Bruce R. Joyce, Visiting Professor. B.A., 1951, Brown; M.A., 1957, Delaware; Ed.D., 1959, Wayne State.

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.

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.

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.

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.

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.

Adjunct

Katy McCarney, M.S., Adjunct Assistant Professor; Liaison Supervisor for Student Teachers. B.A., 1972, Iowa; M.S., 1980, Oregon.

Virginia Schwartzrock, Ph.D., Adjunct Assistant Professor. B.A., 1953, Pepperdine; M.A., 1964, Southern California; M.S., 1977, Ph.D., 1982, Oregon.

Emeriti

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.

Arthur C. Hearn, Ed.D., Professor Emeritus (secondary schools, principalship, student activities). A.B., 1934, M.A., 1937, Ed.D., 1949, Stanford.

Clarence Hines, D.Ed., Professor Emeritus (school buildings, general administration). B.A., 1925, Drury; M.A., 1929, Missouri, Rolla; D.Ed., 1950, Oregon.

Paul B. Jacobson, Ph.D., Professor Emeritus (current trends, issues, problems in education); Dean Emeritus. B.A., 1922, Luther; M.A., 1928, Ph.D., 1931, Iowa.

Vernice T. Nye, M.A., Professor Emerita (elementary language arts, social studies, early childhood). B.S., 1944, North Alabama; M.A., 1948, George Peabody.

Henry Osibov, D.Ed., Associate Professor Emeritus (school finance, school law). B.A., 1939, Western Washington; M.Ed., 1950, D.Ed., 1961, Oregon.

Ione F. Pierron, M.S., Associate Professor Emerita of Librarianship. B.A., 1936, Puget Sound; M.A., 1955, Minnesota; M.S., 1960, Oregon.

Mildred C. Robeck, Ph.D., Professor Emerita (elementary reading, early childhood, child development). B.A., 1951, M.Ed., 1954, Ph.D., 1958, Washington.

Guy Shellenbarger, M.Ed., Professor Emeritus (supervision, secondary education). B.S., 1936, M.Ed., 1953, 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 Carmine, 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., Assistant Professor; Research Associate. B.A., 1967, Brandeis; Ph.D., 1978, 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. B.S., 1945, Oregon College of Education; M.Ed., 1955, D.Ed., 1972, Oregon.

Ruth Waugh, Ph.D., Associate Professor. B.S., 1957, Southern Oregon State; M.S., 1963, Ph.D., 1971, 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 and teachers of handicapped learners, and it 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 and educational techniques, understanding of the professional obligations of a teacher, understanding of and the ability to meet the needs of handicapped students, and practical experience in the classroom.

Degree programs at the baccalaureate, master's, and doctoral levels and programs leading to basic and standard certification are offered.

Students should inquire at the College of Education's Office of Teacher Certification, 117 Education Building, for information regarding specific programs and requirements for initial and advanced certification. Degrees offered, accrediting organizations, and certification areas are listed in the Education section of this catalog.

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 for a baccalaureate degree and those 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.

Training Elementary Educators for Mainstreaming (TEEM) has become a national model. It is

designed to help the beginning elementary teacher with specific competence to formulate school goals and objectives, select and design curriculum materials, use instructional strategies, assess learning, gain expertise in related subject areas, and obtain a background in foundation disciplines (history, philosophy, psychology of education).

Degrees Granted

Elementary education majors work toward certification along with either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. The B.A. degree requires 36 credits in language and literature including second-year proficiency in a foreign language; the B.S. degree requires 36 credits in either social science or science and mathematics. See also Requirements for Bachelor of Arts and Bachelor of Science in the **Registration and Academic Policies** section of this catalog.

The College of Education also offers a noncertification B.Ed. degree with a 36-graded-credit 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 cumulative GPA is a prerequisite. The process requires the prospective elementary education major to complete an application folder; take examinations in reading, mathematics, language, and composition; and be interviewed by faculty members.

Students are admitted to the program conditionally and granted full admission status upon satisfactory completion of Professional Term I courses including Teaching Practicum I (ELED 409).

The screening and application process encourages prospective teachers to examine carefully their decision to become elementary teachers and gives them an opportunity to discuss with faculty their professional and academic goals. Transfer students must undergo the regular elementary education screening and admission process.

Application materials and admission information are available in the Office of Field Experience Programs, Education Annex, telephone 686-3530.

Programs of Study

Degree requirements for all University students are specified under Baccalaureate Degree Requirements in the **Registration and Academic Policies** section of this catalog. The College of Education requires additional specific course sequences to satisfy its professional standards and to comply with state certification requirements. 18 credits are required in each of the University's three comprehensive fields of knowledge (arts and letters, social sciences, and sciences).

Newly admitted students with fewer than 30 credits must satisfy specific group and cluster requirements. (See **Registration and Academic Policies**, Group Requirements: Plan I.) Students should check these requirements closely when developing a program.

Some of the work required for elementary teacher certification also satisfies University degree requirements. For example, the one term of United States history required for elementary teachers counts toward the group requirement for social science, Elementary School Health Education (HEP 440) satisfies the University health requirement, 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 courses required for the elementary education major cannot be used to satisfy professional requirements for certification.

General Requirements

Following is the four-year general course of study for an elementary education major. It fulfills requirements for both a baccalaureate degree from the University and a basic certificate to teach elementary school.

General Degree Requirements* 72 credits

English Composition (WR 121, 122)	6
Arts and Letters courses	12
History of the United States (HST 201) or equivalent	3
Social Science courses	15
Environmental science	3
Science course	3
Mathematics for Elementary Teachers (MTH 121, 122, 123)	9

*Additional requirements for the B.A.: 18 credits in language and literature plus second-year competence in a foreign language. See approved language and literature fields listed under Requirements for Bachelor of Arts in the **Registration and Academic Policies** section of this catalog.

Additional requirements for the B.S.: 18 credits either in social science or in science plus proficiency in mathematics (MTH 121, 122, 123 may be used for elementary education majors). See approved social science or science fields listed under Requirements for Bachelor of Science in the **Registration and Academic Policies** section of this catalog.

Allied Professional Courses 21 credits

Art in the Elementary School (ART 322)	2
Methods and Curriculum in Elementary School Art (ARE 323)	3
Elementary School Health Education (HEP 440)	3
Music Fundamentals (MUS 321, 322)	4
Music Methods for Elementary Teachers (MUE 383)	3
Games and Sports Skills (PEP 321)	2
Posture and Developmental Activities (PEP 322)	2
Rhythms and Dance (PEP 323)	2

College of Education Courses 76 credits

Note: For required courses in addition to those listed below, inquire at the elementary education office.	
Modern Philosophy of Education (CI 445) or Education in Anthropological Perspective (CI 471) or Social Foundations of Teaching (EDPM 327) or History of American Education (EDPM 441)	3
Human Development and Group Processes (EPSY 321)	3
Learning and Assessment in Education (EPSY 322)	3

Preprofessional Field Experience

(recommended freshman and sophomore years) Practicum: September Experience or Elementary School or ESCAPE (CI 409)	3
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Professional Term I

Teaching Reading in the Elementary School (ELED 335)	3
Teaching Strategies I (ELED 337)	3

Professional Term II

Teaching Language Arts and Children's Literature in the Elementary School (ELED 339)	4
Classroom Management (ELED 340)	3
Teaching Reading in the Primary Grades (ELED 431) or Teaching Reading in Intermediate and Middle School (ELED 432)	3

Additional Professional Courses

Educational Media (CI 435)	3
Elementary Teaching Strategies II (ELED 338)	3
Elementary Curriculum in Natural and Social Sciences (ELED 341)	8

Professional Term III

Student Teaching: Elementary (Self-Contained) K-9 (ELED 415)	15
Other Electives	17

Students should consult advisers about electives and about certification endorsements in special education, reading, and mathematics which may be added to an elementary teaching certificate.

Early Childhood Education Elective Program

The early childhood education elective program is designed to familiarize teachers with the needs and abilities of preschool- and kindergarten-age children and to prepare teachers to work with preprimary-age children in various settings. The program enhances 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, which may be taken in conjunction with the TEEM program, requires 18 credits in course work and practica. Courses cover early childhood education and development, the young handicapped child, curriculum planning, and parent and community influences. The two-course practicum sequence includes student-teaching.

This program exposes the teacher to the unique educational needs of preprimary-age children, including those with handicaps, and to available educational programs. Students completing the program are prepared for teaching in kindergarten and primary classrooms and receive a foundation in preschool education.

Curricular Requirements

Early Childhood Education (CI 451)
Practicum: Early Childhood Education (CI 509); prerequisite: CI 409 early childhood education practicum.

12 credits chosen from the following, to be selected in consultation with the early childhood adviser:

Seminar: Teaching in the Kindergarten; Language Development in Early Childhood; Parent and Community Influences in Early Childhood Education (CI 407)
Seminar: Assessment, Curriculum, and Evaluation in Early Childhood Education; Constructivist Theory and Its Application; Infant and Child Development; Language Development; Organization and Administration of Programs in Early Childhood (CI 507)
Cognitive Development of the Child (CI 541)
Affective Development of the Child (CI 542)

Elementary Teacher Education Schedule

Freshman and Sophomore Years. Meeting with adviser assigned through the Office of Elementary Education. Completion of courses to meet general University requirements and to expand personal knowledge and interests. Involvement in preprofessional field experience with children in schools. 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 practica in elementary schools and of associated course work.

Senior Year. Completion of course work to meet remaining University requirements; completion of professional education requirements; 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 job placement file should be established with the Career Planning and Placement Service, 244 Hendricks Hall, at least one term prior to the student teaching assignment.

Recommendation for Certification

Upon satisfactory completion of degree and program requirements, the University will recommend the student to the Teacher Standards and Practices Commission, which will issue 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 part of a planned program of advanced teacher education. The plan must be filed with the College of Education's Office of Teacher Certification, 117 Education Building, prior to beginning the required work. Forms are available in the teacher certification office.

Note: 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. Students work with faculty who are knowledgeable about the content and processes that are important to prospective teachers.

A secondary teacher education program requires work in one or more teaching fields or endorsements (the subject matter to be taught)

and 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 general University 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, on teaching theory and techniques, are offered by 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 in four years, students should declare their interest in secondary teacher preparation as early as possible. They should consult staff in the Office of Field Experience Programs, College of Education, prior to beginning the junior year.

Some students enter secondary teacher education only to discover they do not enjoy working with young people in schools. Introduction to Teaching (SEED 312) and a concurrent ESCAPE practicum (SEED 409), taken at the beginning of the secondary program, acquaint students with the teaching profession and educational systems and help them 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 courses are completed in the College of Education.

Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees may be earned, depending upon the specialty selected and electives chosen to meet University group and cluster 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 inquire at the College of Education's Office of Field Experience Programs 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 (combined with another endorsement), health education, journalism (combined with another endorsement), music, and physical education.

The endorsements for teachers of the mildly or severely handicapped, reading, and 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 are developed through cooperative agreement between the secondary education faculty and related professional school faculty members.

Information for admitting students into the program is collected during the Block I experience (described under the Program of Study section below) 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 the program.

An admissions committee determines the student's eligibility, based on evaluation of reading, writing, and mathematical ability and scholastic competence. Details are available from the Office of Field Experience Programs.

Program retention criteria include a grade of C or better in each course in the secondary education program; a GPA of 2.50 to 3.00 in teaching endorsement course work (varies by endorsement); a minimum cumulative GPA of 2.50; and satisfactory performance in the public school during practica and student teaching.

Grades of D in the required professional education courses cannot be used to satisfy 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 staff in 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 Field Experience Programs, or the Office of Teacher Certification.

Professional Education Requirements

Requirements for endorsements offered through the College of Arts and Sciences or the School of Journalism follow.

**Arts and Sciences,
Journalism Endorsements 42-47 credits**

Block I

Introduction to Teaching (SEED 312)	2-3
ESCAPE Practicum: Exploring Teaching (SEED 409)	2-3

Block II

Teaching Strategies (SEED 314)	3
ESCAPE Practicum: Strategies for Teaching Reading (SEED 409)	2-3
Teaching Reading and Writing in the Secondary School (SEED 469)	3

The following four courses must be taken prior to Block III:

Human Development and Group Processes (EPSY 321)	3
Learning and Assessment in Education (EPSY 322)	3
Secondary Educational Media (SEED 436)	2-3
Special Methods in Secondary School (SEED 495) or Methods of Teaching Journalism (J 455)	3-4

Block III

Seminar: Secondary Student Teaching (SEED 407)	1
Student Teaching: Secondary (Departmentalized) 5-12 (SEED 417)	15
Social Foundations of Teaching (EDPM 327) or History of American Education (EDPM 441) or Modern Philosophy of Education (CI 445) or Education in Anthropological Perspective (CI 471)	3

Note: Each block consists of course work and a related practicum. Blocks I, II, and III must be taken in sequence. Students are given additional advising and screened for admission to the program during Block I.

For students seeking a teaching endorsement in art, music, health, or physical education, the professional education requirements are listed below.

**Art, Music, Health, Physical
Education Endorsements**

Art 62 credits

Introduction to Art Education (ARE 324)	3
Teaching Strategies (SEED 314)	3
Practicum (SEED 409)	3
Teaching Reading and Writing in the Secondary School (SEED 469)	3
Newer Media in Art Education (ARE 495)	3
Methods and Curriculum in Elementary and Secondary School Art (ARE 326)	4
Practicum: Elementary School Art (ARE 409)	3
Practicum: Secondary School Art (ARE 409)	3
Student Teaching: Secondary (Departmentalized) 5-16 (SEED 417)	15
Seminar: Student Teaching (ARE 407)	1
Social Foundations of Teaching (EDPM 327) or History of American Education (EDPM 441) or Modern Philosophy of Education (CI 445) or Education in Anthropological Perspective (CI 471)	3
Human Development and Group Processes (EPSY 321)	3
Learning and Assessment in Education (EPSY 322)	3
Art for the Exceptional Student (ARE 430)	3
Art education electives	9

Music 41-48 credits

Orientation to Music Education (MUE 326)	3
Practicum (MUE 409)	3
Teaching Methods: Elementary Choral and General (MUE 413) or Instrumental Teaching Strategies (MUE 414)	2-3
Teaching Reading and Writing in the Secondary School (SEED 469) (special section)	3
Secondary Educational Media (SEED 436)	2-3
Teaching Methods: Instrumental (MUE 411) or Teaching Methods: Secondary Choral-General (MUE 412)	3
Student Teaching: Elementary (Self-Contained) K-9 (ELED 415) and Student Teaching: Secondary (Departmentalized) 5-12 (SEED 417)	15-20
Seminar: Student Teaching (MUE 407)	1

Social Foundations of Teaching (EDPM 327) or History of American Education (EDPM 441) or Modern Philosophy of Education (CI 445) or Education in Anthropological Perspective (CI 471)	3
Human Development and Group Processes (EPSY 321)	3
Learning and Assessment in Education (EPSY 322)	3

Health 38-39 credits

Special Studies: Orientation to Health (HEP 199)	3
Seminar: Teaching Strategies (HEP 407)	1
Teaching Reading and Writing in the Secondary School (SEED 469) (special section)	3
Secondary Educational Media (SEED 436)	2-3
Health Instruction (HEP 441)	4
Student Teaching: Secondary (Departmentalized) 5-12 (SEED 417)	15
Seminar: Student Teaching (HEP 407)	1
Social Foundations of Teaching (EDPM 327) or History of American Education (EDPM 441) or Modern Philosophy of Education (CI 445) or Education in Anthropological Perspective (CI 471)	3
Human Development and Group Processes (EPSY 321)	3
Learning and Assessment in Education (EPSY 322)	3

Physical Education 37-43 credits

Special Studies: Introduction to Physical Education (PEP 199) or Practicum (PEP 409)	3
Teaching Reading and Writing in the Secondary School (SEED 469) (special section)	3
Secondary Educational Media (SEED 436)	2-3
Strategies and Techniques of Teaching Physical Education I (PEP 341)	4
Student Teaching: Elementary (Self-Contained) K-9 (ELED 415) or Student Teaching: Secondary (Departmentalized) 5-12 (SEED 417) or both	15-20
Seminar: Student Teaching (PEP 407) (elementary or secondary or both)	1
Social Foundations of Teaching (EDPM 327) or History of American Education (EDPM 441) or Modern Philosophy of Education (CI 445) or Education in Anthropological Perspective (CI 471)	3
Human Development and Group Processes (EPSY 321)	3
Learning and Assessment in Education (EPSY 322)	3

**Secondary Teacher
Education Schedule**

Freshman Year. Work begun in general University requirements and in proposed major and teaching field.

Sophomore Year. Interest in secondary teacher education declared; consultation with staff in the Office of Field Experience Programs in the College of Education and with appropriate subject matter adviser for proposed teaching endorsement; completion of Introduction to Teaching and ESCAPE Practicum: Exploring Teaching (SEED 409); completion of Application for Admission.

Junior Year. Completion of general University group and cluster requirements and concentration on major and subject matter endorsement requirements; continued required work in professional education; completion of Introduction to 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 obtained from the Office of Teacher Certification.

Standard Teaching Certificate

The University also offers programs of education leading to the standard teaching certificate for the secondary level and to standard teaching endorsements. Work taken for standard certification and endorsements must be part of a planned program of advanced teacher education. The plan must be filed in the Office of Teacher Certification, 117 Education Building, at the time the work is begun.

Note: 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 certification and endorsement requirements.

Program planning forms and information relating to the University's standard teacher education program are available in 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 for working 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 credits of preparation and includes practica, some of which are also included in the elementary teacher preparation program. Students interested in the reading specialist program should inquire at the Office of Teacher Certification.

**Personnel Service Certificate
with Supervisor's Endorsement**

The Division of Teacher Education 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 Teacher Standards and Practices Commission certification requirements. Interested students should consult John Suttle, the adviser for the program in the Division of Teacher Education, and inquire at 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 in order to enhance their ability to work with mainstreamed handicapped students.

Special provisions in Oregon certification regulations enable 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 **Special Education and Rehabilitation** section of this catalog.

Information regarding applicable course work and the endorsement programs for teachers of the severely handicapped is also in the **Special Education and Rehabilitation** section. See also **Graduate Study in Special Education (Mildly Handicapped)**, below.

Graduate Study in Teacher Education

Graduate programs in the Division of Teacher Education for the preparation of teachers, supervisors, and other educational specialists lead to the Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Doctor of Philosophy (Ph.D.), and Doctor of Education (D.Ed.) degrees. See also the section on **Graduate Study in Special Education (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 instructional leadership, 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 are also 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 for a master's degree. However, completion of a master's degree program does not satisfy requirements for standard certification unless the certification requirements are included as part of the degree program.

Students interested in graduate study for advanced certification should inquire at the 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 campuswide that focus on early development and the learning environment.

Early childhood education incorporates theory, practice, and research on 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.

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 teacher 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. In addition to the course of study offered through the Division of Teacher Education, students are encouraged to pursue a second study area appropriate to their individual needs. It is anticipated that students entering this program will be experienced teachers seeking to develop advanced skills as classroom teachers and/or develop special skills and knowledge appropriate to a redefined

professional role. Students completing the secondary master's degree program may be qualified for such positions as curriculum specialist, department chair, or coordinator.

Curriculum and Instructional Leadership.

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.

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, or (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 are offered in elementary and secondary reading instruction and in diagnosis and correction of reading disabilities. Programs often include (1) preparation of reading and language arts consultants and supervisors at the elementary and secondary levels, (2) specialization in reading and language arts for elementary or secondary teachers, and (3) preparation of specialists in the diagnosis and correction of extreme learning problems in reading.

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 want to strengthen their knowledge of learner characteristics and needs as well as measurement and evaluation techniques. It is also intended to improve 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 the use of multiple criteria to identify these children.

Students who want to enroll in the program have the option of completing their degrees in curriculum and instruction, special education, or educational psychology. They must complete core requirements for the gifted and talented specialization and also meet 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 relates educational theory to classroom practice and develops personal teaching skills through cooperative planning and supervision on the job.

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.

Time Commitment. The initial term of study consists of a 6-credit, three- or four-week seminar and workshop on campus prior to the public school year. During the school year, resident teachers participate in additional required seminars and workshops carrying credit toward the degree. The final period of study takes place on campus.

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:

Seminar: Communication Skills: Teachers and Learners or Diagnosis and Design for Instruction or Teaching-Learning Environment or Synthesis of Teaching Strategies (CI 507).

Workshop: Scope and Sequence of Instruction (CI 508).

Practicum: Analysis of Instruction or Classroom Observation Procedures or Evaluation of Instruction (CI 509).

Secondary School Curriculum (CI 522).

Elementary and Middle School Curriculum (CI 553).
Curriculum Materials (CI 567).

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 Master's Degree 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 credits with a thesis, or 48 credits without a thesis, is required.

All work applicable to a program of study must be completed within seven years. Of the 45 to 48 credits, 30 must be in education, and no more than 12 credits in Workshop (508) may be applied to a degree program.

Application. Students interested in one of the master's degree programs can obtain specific information by sending a request, plus a completed Graduate Application for Admission, to the Graduate Student Records Office, College of Education, 112 Education Building, 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 have been admitted previously to the Graduate School at the University of Oregon.

Obtaining Information. To be considered for admission, a prospective student must submit the application, personnel record, transcripts, and recommendations by the following deadlines: 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 the Doctor of Education (D.Ed.) and Doctor of Philosophy (Ph.D.) degrees in curriculum and instruction. Both require the student to complete the equivalent of at least three years (normally 135 to 155 credits) of full-time study beyond the baccalaureate degree. A minimum of three consecutive terms must be spent in residence, and the student's planned academic and research program frequently requires a longer consecutive period of on-campus residence.

Doctor of Education. The D.Ed. degree is granted in recognition of mastery of theory, practice, and research in professional education. It culminates in a dissertation that makes a significant contribution to professional knowledge or shows that the student can interpret effectively and disseminate knowledge already available. The dissertation may take the form of the development and evaluation of a major curricular work (e.g., text, guide, film, book) that results from the student's studies and research.

The D.Ed. degree in curriculum and instruction is best suited to those who want to work primarily as practitioners: with classroom teachers, as district or state curriculum consultants and supervisors, or as college and university teachers with primary emphasis on practical concerns such as teaching methods courses and supervising student teachers.

Doctor of Philosophy. The Ph.D. degree in education is granted in recognition of mastery of knowledge in a specialized subject or subject field. It culminates in a dissertation that demonstrates original scholarship and an ability to advance professional knowledge significantly through the use of research tools.

The Ph.D. degree in curriculum and instruction is best suited to those who want to work primarily in research and development: 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, 112 Education Building, College of Education.

The number of persons admitted to doctoral programs is limited. Selection criteria include personal qualifications, academic background and scholarship, experience, purpose, and likelihood of placement.

Applications are considered by an admissions committee each term of the academic year. It is the applicant's responsibility to see that his or her file is complete and ready for review by February 1. A second review occurs May 15 and a third November 1 for those applying for later terms. Call the Graduate Student Records Office (503-686-3527) for information concerning the status of an admissions file.

Financial Assistance. An applicant for a graduate assistantship should request the appropriate forms from the 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 about and application forms for state scholarships covering tuition and fees are available from the Committee on Scholarships. Loan applications are made through the University 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, is available 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 (traditionally called mentally retarded, learning disabled, and emotionally disturbed) and gifted and talented pupils. Students interested in working with severely handicapped learners, early childhood (special education), or adult services should consult the Special Education and Rehabilitation section of this catalog.

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 credits 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.

Transition to Standard Handicapped Learner Endorsement. The former categorical endorsement programs for teachers of the mentally retarded, physically handicapped, and extreme learning problems are no longer offered.

Conversion of one of the former categorical standard endorsements to the new handicapped learner endorsement may be accomplished by completing four courses: Communication and Counseling for Teachers of Exceptional Children (SPED 407), Diagnosis of Basic Skills (SPED 465), Behavior Management with Exceptional Children (SPED 485), and Design of Instruction for the Handicapped (SPED 486).

Handicapped Learner Endorsement Program

The Handicapped Learner Endorsement Program prepares teachers to work with the mildly handicapped child in several settings: the regular class, the self-contained special education class, and the special education resource room. The program enhances 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 courses are taken prior to or concurrently with the practica. These courses introduce the students to systematic instruction in mathematics, reading, and language arts; they cover assessment, program planning, instructional delivery, practice procedures, program implementation, data collection, and program evaluation.

In addition to the methods courses and practica, students complete four courses on exceptional children and their role in the school, family, and community. The basic handicapped learner endorsement requires 33 credits.

Basic Endorsement. To be eligible for the Oregon basic handicapped learner (HL) endorsement, the student must hold, or be eligible for, an Oregon basic elementary or secondary teaching certificate and have demonstrated competence, or have completed 33 credits designed to develop competence, as listed below.

Basic HL Endorsement	33 credits
Reading Instruction for the Handicapped (SPED 480)	3
Language Arts Instruction for the Handicapped (SPED 481)	3
Mathematics Instruction for the Handicapped (SPED 482)	3
Practicum: Small Groups I (SPED 409)	3
Practicum: Small Group II (SPED 409)	4
Final Supervised Field Experience (SPED 525)	5
Seminar: Career Education for the Handicapped (SPED 407)	2
Seminar: Communication and Counseling of Exceptional Children (SPED 407)	3
Psychology of Exceptional Children (SPED 462)	3
Behavior Management with Exceptional Children (SPED 485)	4

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 courses listed below and file a planned program with the certification office, College of Education.

Standard HL Endorsement	54 credits
All requirements for basic HL endorsement	33
Diagnosis of Basic Skills (SPED 465)	3
Seminar: Law and Special Education (SPED 507)	3
Role of the Resource Consultant I (SPED 580)	3
Approved electives	12

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 implementing programs for handicapped students. Participants develop consulting and negotiating skills in order to become facilitators and resource personnel for both regular and special school personnel.

Students in the Resource Consultant Program are prepared for many 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 taken, or should take concurrently, courses related to (1) diagnosis and prescription in the basic skills of reading, mathematics, and language; (2) behavior management techniques; (3) psychology of the exceptional child; and (4) historical and legal basis of special education (or the equivalent).

The courses in the resource consultant sequence are Role of the Resource Consultant I (SPED 580), Role of the Resource Consultant II (SPED 581), and Practicum: Role of the Resource Consultant III (SPED 509).

Master's Degree Program

Master's degree requirements and procedures are the same as those for other divisions within the College of Education. Applicants should also complete the division's Application for Admission indicating the specific area and program to which they are applying; they may apply to more than one area. Specific details and admission forms are available in the Graduate Student Records Office, College of Education, 112 Education Building.

General Master's Degree in Special Education, Mildly Handicapped. Students entering the general master's degree program in Special Education, Mildly Handicapped 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 Special Education, Mildly Handicapped 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 know more about learner characteristics and needs, as well as measurement and evaluation techniques for gifted and talented children, and to improve their implementation of curricula and programs for gifted and talented pupils.

The program has three components: 19 credits of required courses in psychology and education of the 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 cover law and special education, advocacy, teacher rights, student rights, law and schools, and legal research. The program also provides advocacy field experiences.

Doctoral Program

The objective of the doctoral program is to prepare leaders for college or university teaching and research in special education, administration of state or local programs for exceptional learners, or field work with exceptional populations. The majority of program offerings develop skills and competencies applicable to children of school age.

The doctoral program in Special Education, Mildly Handicapped 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 issue-oriented proseminar and identify a primary area of study. A program advisory committee is appointed to help each doctoral student plan a program and monitor progress toward the degree. Completion of the degree requirements normally takes three years of study beyond the master's degree.

Admission

Although each area of the college is responsible for selecting doctoral candidates, areas use similar admission criteria and procedures. With minor variations, doctoral admission criteria are the following:

- (1) The applicant's 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 admitted students varies yearly according to available resources. Students interested in more than one

area program should so indicate on their applications, and their files will be reviewed by all relevant committees.

All admission forms are available in the Graduate Student Records Office, College of Education, 112 Education Building. All doctoral students are admitted conditionally. To be considered for conditional admission, a prospective student's complete dossier must be on file in 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 in Curriculum and Instruction (CI)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3) Independent study and field work. Student and instructor determine specific purpose, content, and requirements to meet individual needs. Prereq: instructor's consent. Sparks.

200 SEARCH (1-3)

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 (G) Reading and Conference (Arr)

407 (G) Seminar (Arr) Recent topics include Educational Classics, ESCAPE Leadership Training, ESCAPE Public Volunteer Training, Existentialism and Education, Ideology and Education, Instructional Design, Interpersonal Communication, Interpersonal Influence, Problems and Issues in Community Education, and Social and Educational Ideas of Dewey and Freire.

408 (G) Workshop (Arr)

409 (G) Practicum (Arr) Current topics include ESCAPE Middle Schools, ESCAPE Public Schools, Pre-Student Teaching, September Experience, Teaching Practicum I and II, and Teaching Reading I: Elementary, Primary, Intermediate, or Secondary. P/N only.

410 (G) Experimental Course (Arr) Current topics include Computer-Assisted Instruction, Learning and Teaching Styles, Microcomputers in Education, Research and Evaluation for Classroom Teachers, and Teaching LOGO.

411 (G) Organization of Library Materials (4) Not offered 1984-85.

412 (G) Selection and Acquisition of Library Materials (3) Not offered 1984-85.

413 (G) Reference Sources and Services (3) Not offered 1984-85.

414 (G) Educational Media Center (3) Not offered 1984-85.

418 (G) Children's Literature (3) Selection and evaluation of children's books suitable for school libraries; reading guidance in relation to both personal and curricular needs. Prereq: junior standing.

419 (G) Storytelling (3) The art of storytelling, including planning a story hour, locating suitable materials, and learning and presenting the story; selection of literature for oral presentation to children of all ages. Pre- or coreq: CI 418.

420 (G) Developing Student Leadership in the Secondary School (3)

421 (G) Multimedia Librarianship (3) Not offered 1984-85.

422 (G) Media for Young Adults (3) Not offered 1984-85.

423 (G) Library Programs for Children and Young Adults (3) Not offered 1984-85.

425 (G) Final Supervised Field Experience (Arr) 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.

427 (G) School Activities (3) Pupil participation in school government, assemblies, clubs, social activities, athletics, speech activities, drama, music, publications; evaluation of the school activity program.

428 (G) Psychology of Reading Instruction (3) Nature of the reading process; developmental factors in reading achievement; psychological foundations of methods and materials of reading instruction; nature and treatment of reading and reading disability. Pappas.

ELED 431 (G) Teaching Reading in the Primary Grades (3) See description under Elementary Education.

ELED 432 (G) Teaching Reading in Intermediate and Middle School (3) See description under Elementary Education.

433 Individualized Reading in the Elementary School (3) Modes of creative teaching currently used in individualizing reading instruction in elementary schools. Diagnostic procedures, teaching strategies, material selection, and organizational patterns for effective instruction. Prereq: ELED 335 or equivalent.

435 (G) Educational Media (4) Selection, evaluation, and utilization of instructional resources. Design and development of visual and audio materials. Prereq: upper-division standing. Recommended for noneducation majors in telecommunications, film studies, graphics, leisure studies, business. Ferrington.

437 (G) Sound Slide Technology I (3) Design, production, and evaluation of sound-slide media presentations; preplanning, visualization processes, scriptwriting, production, and evaluation; specialized recording, photographic processes, and presentation systems. ART 408 and ART 493 recommended.

438 (G) Sound Slide Technology II (3) Design and development of multiple-image presentations for large-group audiences. Emphasis on design concepts and technologies related to the simultaneous projection of multiple still and motion image arrays. Visual communication theory. Prereq: CI 437.

439 (G) Overhead Projection Materials Design (3) Conceptualization, design, and production of professional-quality overhead projection materials for business and education. Emphasis on visual communication design and advanced production techniques. Prereq: CI 435 or SEED 436.

440 (G) Instructional Film (2) Nonproduction course that explores the dimensions and unique contribution of the motion image in the instructional process.

441 (G) Individualized Instruction in the Kindergarten (3) Observation of learning abilities in four- and five-year-old children; teaching strategies that focus on association learning, conceptualization, and creative self-direction; organization of programs for individual learning; evaluation of instructional levels.

445 (G) Modern Philosophy of Education (3) The ideas of Sartre, Buber, and G. H. Mead as they relate to current educational issues; the nature of freedom, identity, and alienation; 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. Bowers.

451 (G) Early Childhood Education (3) Trends and innovative programs; formulation of objectives; organization of curricula, methods, resources, learning environments; development of evaluation procedures for ages 3-7. Prereq: EPSY 321, 322, or instructor's consent. Chaille.

471 (G) Education in Anthropological Perspective (3) Examination of education as cultural process. Emphasis on cultural acquisition rather than cultural transmission in societies with and without schools. Wolcott.

484 (G) The Junior High School (3) Origins and functions of the junior high school; characteristics and

needs of the early adolescent; administration of the junior high school; curriculum and instruction; guidance; school activities; evaluation.

491 (G) Basic Concepts of Community Education (3) Philosophy of community education; historical and legal basis of community education. Prereq: upper-division or graduate standing. Horyna.

492 (G) Organization and Operation of the Community School (3) The community school approach, including general organizational structure and procedures. Prereq: upper-division or graduate standing and CI 491 or instructor's consent. Horyna.

493 (G) Utilizing Community Resources (3) Community resources for learning and their effective integration into existing educational programs. Prereq: graduate or upper-division standing.

Graduate Courses

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topics include Analysis of Teaching; Assessment, Curriculum, and Evaluation in Early Childhood Education; Classroom Observation and Conferences; Constructivist Theory and Its Application; Curriculum for the Gifted Child, Infant and Child Development; Instructional Systems Design; Issues in Early Childhood Education; Middle School Issues and Planning; School Improvement and Change I and II.

508 Workshop (Arr)

509 Practicum (Arr) Recent topics are Reading III, Standard; College Teaching; Early Childhood Education Evaluation Laboratory; Guided Field Experience; Instructional Development Projects; and Internship in Instructional Technology.

510 Experimental Course (Arr) Audio Design Laboratory is a current topic.

520 Introduction to Instructional Technology (4) Applied instructional design and product development in education, as well as business, industry, medicine, and other nontraditional instructional environments. Diversity of thought and activity within the instructional technology field. Problems of technology and learning.

521 Mass Media and the Curriculum (3) The relationship between mass media and the schools; emphasis on the different ways in which mass media and schools define and communicate cultural values. Sylwester.

522 Secondary School Curriculum (3) Various subject fields; organization of the school or curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

525 Final Supervised Field Experience (Arr) 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.

530 Comparative Primary Education (3) Comparative study of distinctive programs for primary education. Focus is on individual and societal needs as expressed in early education. Prereq: graduate standing and teaching experience. Robeck.

534 Science in Elementary and Middle School (3) The place of science in the elementary school and 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.

535 Social Studies in Elementary and Middle School (3) Social education objectives; children's social problems, unit development; work-study skills; organization of the program; materials; research on the social education of children.

536 Language Arts in Elementary and Middle School (3) Role of language arts in the elementary school program; objectives; language development research; teaching spelling, writing, and speaking-listening skills; newer instructional materials; testing and evaluation. DeHaven.

537 Reading in Elementary and Middle School (3) Nature of the reading process; organization of a desirable reading program; developing children's reading abilities; diagnosing difficulties and evaluating progress; research findings on teaching children to read. Prereq: ELED 335 or instructor's consent.

538 Mathematics in Elementary and Middle School (3) Number abilities needed by children; research findings in mathematics education; designing number experiences; theories of teaching, desirable teaching procedures, selection and use of materials.

541 Cognitive Development of the Child (3) Conceptualization in children; Piaget's theory of cognitive development; practice in Piaget-Inhelder interview techniques; design of learning strategies for early childhood education. Chaille.

542 Affective Development of the Child (3) 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.

543 Survey of Research in Early Childhood (3) Scientific knowledge about infants and children; evaluation of previous investigations; organization or research summaries; manuscript form. Prereq: CI 541, 542, and instructor's consent. Chaille.

545 School and Society in the Recent Past (3) Educational issues resulting from recent social, political, and intellectual developments, as presented in the writings of Ortega, Marcuse, Ellul, Freud, and Skinner, among others. Prereq: CI 445 or instructor's consent. Bowers.

553 Elementary and Middle School Curriculum (3) Curricular implications of recent scientific and technological developments and social issues. The development of curricular models, programs, and metaphors appropriate to the elementary and middle school. Sylwester.

560 Inquiry Development in the Classroom (3) A set of instructional strategies for developing skills in students for learning through inquiry.

565 Curriculum Foundations (4) Examines curriculum decisions, curriculum design, and instructional organization patterns from the perspective of various social, philosophical, and psychological positions. Suttle.

566 Curriculum Construction (4) 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.

567 Curriculum Materials (4) Effective use and organization of curriculum materials: text and reference books, supplementary pamphlets, films and slides, records and recordings, pictures, radio, programmed learning, techniques of unit construction. Gall.

571 Junior High School Curriculum (3) Instructional programs appropriate for the early adolescent years, with emphasis on the various subject fields.

574 School Supervision (3) The function of instructional leadership in improving, through cooperative efforts, the teaching-learning situation. Prereq: teaching or administrative experience or both. Suttle.

575 Classroom Observations and Conferences with Teachers (3) Techniques for recording data during teaching observations. Planning with teachers what kinds of data to collect and providing information on ways to improve teaching competence.

582 Anthropology and Education I (3) Education viewed as cultural process. The anthropology of teaching; formal education from an anthropological perspective; education in cross-cultural settings. Anthropology in the curriculum. Formal and informal modes of enculturation. Prereq: CI 471, prior course work in anthropology, or instructor's consent. Wolcott.

583 Anthropology and Education II (3R) In-depth exploration of some problem or issue central to the field of anthropology and education. Topic announced in advance. Prereq: CI 582 or instructor's consent. Wolcott.

585 Ethnographic Research in Education (3) The descriptive and interpretive approach of the ethnographer for applications in educational research; includes fieldwork. Prereq: CI 582, prior course work in anthropology, or instructor's consent. Wolcott.

592 Reading and Its Application in the Content Areas (3) For practicing teachers in the secondary school (grades 7-12) from all subject endorsement (norm) areas (art to social studies). Explores the questions, What is comprehension? how can a student

attain it? and how can a teacher judge the level of comprehension? Participants develop skills to assist students in reading comprehension and develop an instructional sequence to assist poor readers. Hesse.

593 Methods in Secondary School Language Arts (3) The problems of teaching language arts in the secondary schools; observation and participation in demonstrated teaching of literature, grammar, and composition. Designed for administrators and supervisors as well as classroom teachers. Prereq: teaching experience or instructor's consent.

594 Methods in Secondary School Mathematics (3) The problem-solving approach to the teaching of arithmetic, algebra, geometry, and advanced high school mathematics; other teaching methods also discussed. Study of the heuristics of discovery and a laboratory approach to instruction; discussion of class members' experiences in teaching secondary mathematics. Prereq: teaching experience.

595 Methods in Secondary School Science (3) Materials for secondary school science teaching; demonstrations, science test construction, instructional devices; use and care of microscopes, meters, and other equipment. Prereq: teaching experience or instructor's consent. Hull.

596 Methods in Secondary School Social Studies (3) Recent developments in curriculum materials and teaching; teaching that promotes inquiry is discussed, illustrated, and practiced. Students work on problems of individual interest and prepare materials for use in junior and senior high school classes. Prereq: teaching experience or instructor's consent.

Courses in Elementary Education (ELED)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

333 Teaching Mathematics in the Elementary School (3) Mathematical concepts and their relationship to elementary school mathematics programs. Analysis of commercially prepared curricular materials. Techniques and procedures in teaching elementary school mathematics. Concurrent practicum required.

335 Teaching Reading in the Elementary School (3) Introduction to the reading process. Theory and practice in word recognition, comprehension, assessment, teaching strategies, instructional materials, and program implementation. Concurrent practicum required.

337 Elementary Teaching Strategies I (3) Introduction to teaching; includes lesson planning, student evaluation, record keeping, and the role of the teacher. Coreq: ELED 333, 335, and 409 Elementary Teaching Practicum I. Prereq: admission to the program.

338 Elementary Teaching Strategies II (3) Advanced strategies a teacher trainee needs to plan, implement, and evaluate a unit or block of classroom instruction. Coreq: ELED 341 and 342 or 343.

339 Teaching Language Arts/Children's Literature in the Elementary School (4) Prepares teacher trainees to teach the language arts to all elementary children, including those with special needs. Coreq: 6 credits of Elementary Teaching Practicum II; prereq: Professional Term I.

340 Classroom Management (3) Options for efficient classroom management, the implementation of reinforcement techniques, and the identification of professional responsibilities of the student teacher in instruction. Coreq: Professional Term II; prereq: Professional Term I.

341 Elementary Curriculum in the Natural and Social Sciences (8) Introduction to curriculum development; focus on current elementary school natural and social science curricular issues and programs. Prereq: admission to the program and Professional Term I; Professional Term II recommended.

342 Teaching Mathematics in the Primary Grades (3) Trends in methods and current practices, mathematics concepts and skills, psychology and philosophy related to the improvement of mathematics instruction in the primary grades. Prereq: ELED 333.

343 Teaching Mathematics in the Intermediate and Middle School (3) Trends in methods and current practices, mathematics concepts and skills, psychology and philosophy related to the improvement of mathematics instruction in grades four, five, and six. Prereq: ELED 333.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

CI 407 (G) Seminar (Arr) Student Teaching is one topic. Coreq: ELED 415.

CI 409 (G) Practicum (Arr) Topics include ESCAPE, TEEM I, TEEM II.

415 Student Teaching: Elementary (Self-Contained) K-9 (5-15) Opportunity to combine knowledge and theory with classroom techniques and procedures under direction of a cooperating teacher and the University supervisor. Coreq: CI 407 seminar in student teaching; prereq: completion of all certification requirements.

431 (G) Teaching Reading in the Primary Grades (3) Continues study of topics introduced in ELED 335, including further explanation of word recognition instruction, comprehension instruction, diagnosis and assessment, materials, instructional procedures, classroom organization, and program implementation. Prereq: ELED 335 and field experience.

432 (G) Teaching Reading in Intermediate and Middle School (3) Word recognition, comprehension, reading in the content areas, recreational and self-guided reading, instructional materials, diagnosis, program implementation, and classroom organization. Prereq: ELED 335 and concurrent practicum.

Graduate Courses

507 Seminar (Arr) Student Teaching: Elementary. Coreq: ELED 415.

Courses in Secondary Education (SEED)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

312 Introduction to Teaching (2-3) Explores teaching as a career; precedes admission to the Secondary Teacher Program. Develops skills in self-assessment, goal setting, decision making. History and current status of education. Role of teacher as counselor, learner, planner, designer, and instructor. Issues of learning, classroom management, the exceptional student, and career education.

314 Teaching Strategies (3) Strategies of lecture, discussion, inquiry, and experiential learning to help prospective or experienced teachers improve teaching skills. Coreq: SEED 469 and SEED 409 ESCAPE Practicum: Strategies and Reading; prereq: SEED 312 and SEED 409 ESCAPE Practicum: Exploring Teaching, admission to secondary education program. Special sections for students in art, music, physical education, and health. Acheson, Gall.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

407 Seminar (Arr) Secondary Student Teaching is a current topic.

409 Practicum (Arr) Recent topics are ESCAPE: Exploring Teaching and ESCAPE: Strategies of Reading. P/N only.

410 Experimental Course (Arr)

417 Student Teaching: Secondary (Departmentalized)(5-15) Final stage of an integrated program of campus and field experiences leading to entry-level competence as a classroom teacher. Cooperating teacher and University supervisor combine knowledge and theory with classroom techniques and procedures. Coreq: student teaching seminar; prereq: clearance for student teaching. P/N only.

436 Secondary Educational Media (2-3) Design and production laboratory for study of making nonprint educational materials for secondary teaching. Includes attention to audiorecording, videotape recording, using heat process material, overhead transparencies, photographic slides, and visual displays.

469 (G) Teaching Reading and Writing in the Secondary School (3) Intended for prospective and practicing teachers in grades 7-12. The reading process and its relationship to writing at the secondary level. Coreq: SEED 314 and SEED 409 ESCAPE Practicum: Strategies of Reading; prereq: 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.

495 Special Methods in Secondary School (3) Offered in the following teaching areas: English (language arts), French, German, mathematics, science, social studies, Spanish, speech and theater.

Note: Other special methods courses are offered within respective departments; i.e., art education, health, journalism, music, physical education.

Courses in Special Education (Mildly Handicapped) (SPED)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

405 (G) Reading and Conference (Arr)

407 (G) Seminar (Arr) Topics include Career Education for Handicapped Children; Communication and Counseling for Teachers of Exceptional Children; Direct Instruction, Reading; Introduction to the Gifted and Talented; and The Gifted Underachiever.

409 (G) Practicum (Arr) Recent topics include Administration of Special Education, Direct Instruction, Handicapped Learner I and II, Supervision, and Teaching the Gifted and Talented.

430 (G) Introduction to the Exceptional Child (3) For students who do not plan to major in special education. The characteristics of handicaps as well as other implications for families and community agencies.

462 (G) Psychology of the Exceptional Child (3) Survey of knowledge about exceptional children and youth. Primarily for elementary or secondary classroom teachers and other nonmajors.

463 (G) Introduction to Behavior Disorders (3) Examination of behavioral, ecological, and psychosociological positions regarding intervention and education.

464 (G) Introduction to Mental Retardation (3) Problems, issues, and concepts related to the definition and measurement of mental retardation.

465 (G) Diagnosis of Basic Skills (3) Comparison of methods used in the diagnosis of reading problems. Selection, administration, and analysis of criterion and norm-referenced tests.

466 (G) Introduction to Learning Disabilities (3) Introduces the history and current practices in the diagnosis and remediation of learning disabilities.

467 (G) The Physically Handicapped (3) Introduction to the etiology, incidence, and prevalence of major physically handicapping conditions, and their



psychological, emotional, social, and vocational implications. Basic medical terminology. Psychosocial and somatopsychological reactions.

471 (G) Administration of Special Education (3) Organizing, financing, housing, equipping, staffing, and supervising the special education program; desirable educational provisions for each type of handicapped child; legal provisions for special education.

480 (G) Reading Instruction for the Handicapped (3) Methods course designed to increase knowledge of the components of reading, systematic instructional methods for the disabled reader, and commercial and teacher-prepared materials.

481 (G) Language Arts Instruction for the Handicapped (3) Handwriting, spelling, written expression, and language instruction for the mildly and moderately handicapped; analyzing error patterns in children's performance and designing appropriate programs to meet individual needs.

482 (G) Mathematics Instruction for the Handicapped (3) Instruction of mathematics skills for the mildly and moderately handicapped; evaluation of mathematics textbooks and possible modifications needed for use with handicapped children.

485 (G) Behavior Management with Exceptional Children (4) For educators of students with varied social, emotional, cognitive, and learning styles. Observation, data collection and recording, and program evaluation. Students conduct a behavior-change program.

486 (G) Design of Instruction for the Handicapped (3) Design, development, and evaluation of instructional material for handicapped children. Emphasis on the construction of educational sequences for various learning tasks. Selection, sequencing, teaching procedures, and assessment.

Graduate Courses

501 Research (Arr) A recent topic is Design of Special Education Research.

503 Thesis (Arr)

505 Reading and Conference (Arr)

507 Seminar (Arr) Recent topics include Advanced Design of Instruction, Compliance Training, Critique and Report Writing, Law and Special Education, Supervision I, II, and III.

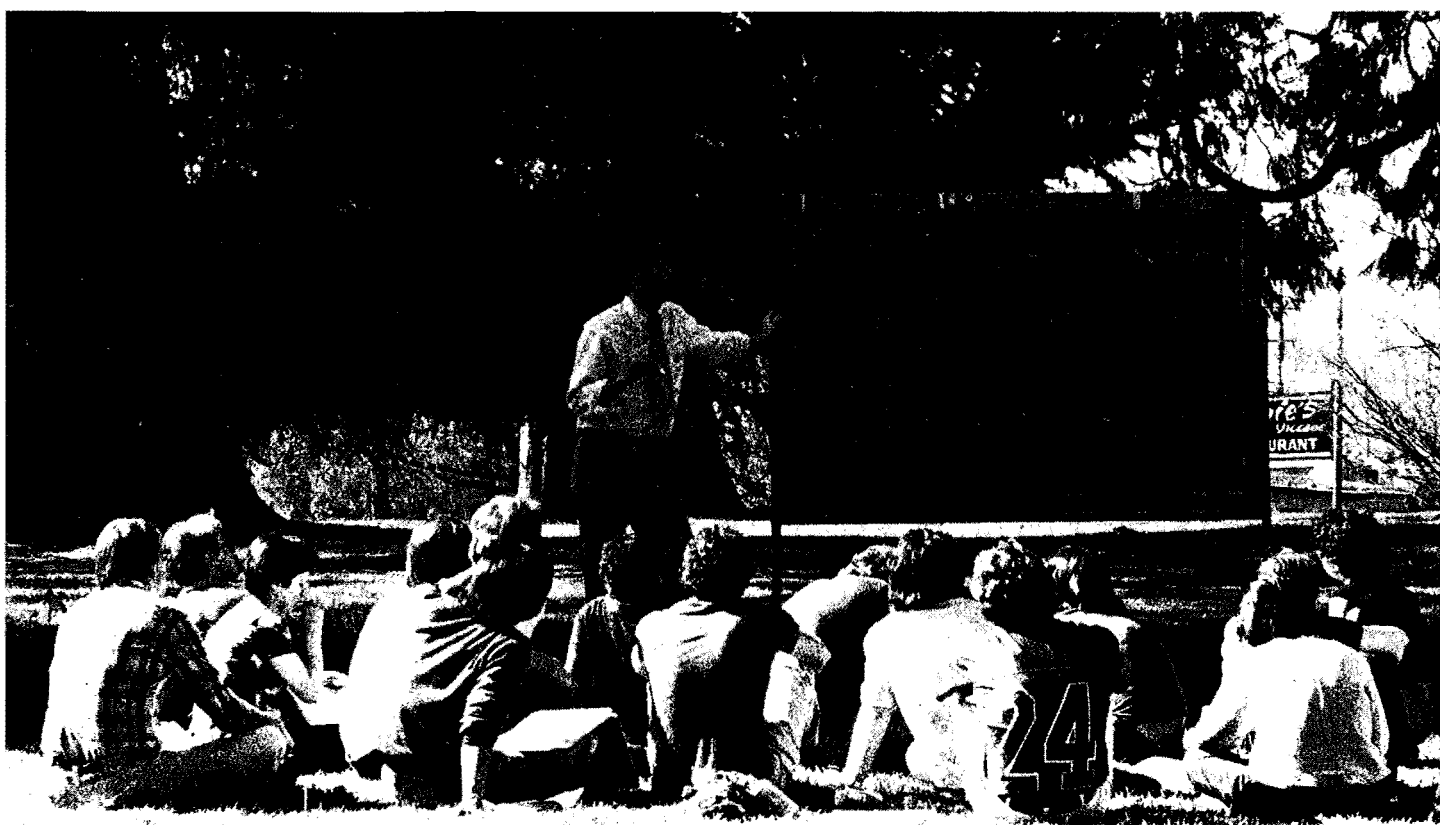
509 Practicum (Arr) Topics include Advanced Special Education, College Teaching, Resource Consultant III, Supervision of Teachers of Handicapped Learners, and Teaching the Gifted and Talented.

525 Final Supervised Field Experience (Arr) Enrollment limited to students in handicapped learner program for basic certification endorsement. P/N only.

563 Diagnosis of Mental Retardation (3) Reviews past and current trends in diagnosis and classification of mental retardation. Differential diagnosis as it relates to placement. Evaluates traditional and new diagnostic techniques. Student observes or participates in clinical conference on case study.

580 Role of the Resource Consultant I (3) The role of the resource consultant; developing needed competencies; various models for support services to regular classes.

581 Role of the Resource Consultant II (3) 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.





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. The Center for Gerontology offers study opportunities in conjunction with other University offerings.

Graduates of the school are teachers of physical education and health education; athletic coaches; directors of athletics; supervisors of health and physical education; community agency leaders, gerontologists, community recreation and 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, human movement studies, recreation, and dance.

Each department within the college has its own policies regarding premajors. Interested students are encouraged to consult department heads for details. It is college policy that all juniors consult their assigned faculty advisers at the beginning of the year. The Department of Dance requires dance majors to confer with advisers at the beginning of each term.

Both single-discipline and interdepartmental programs are available.

The College of Human Development and Performance offers several cross-discipline courses under the HDEV prefix. These courses may be used to satisfy requirements for majors in dance, human services, school and community health, gerontology, physical education, and leisure studies and services. The human development courses are cross-listed in the catalog sections of the departments offering them.

Courses in Human Development and Performance (HDEV)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Division Courses

344 Administration of Aquatic Programs (3)

Organization and administration of aquatic programs. Open to nonmajors with instructor's consent. Credit toward LSS or PEP.

392 Principles of Outdoor Leadership (3) Standards and principles of administration of outdoor pursuits. Administration and leadership practices. Credit toward LSS or PEP.

Note: Courses designated (M) or (G) may be taken for graduate credit.

406 Special Problems (Arr)

407 (G) Seminar (Arr)

408 (G) Workshop (Arr)

410 (G) Experimental Course (Arr)

437 (M) Volunteerism (3) Philosophy and historical perspective of the volunteer movement; practical aspects of developing and maintaining effective volunteer programs. Credit toward HS or LSS.

467 (G) Social Dimensions of Leisure and Retirement (3) Concepts of leisure and retirement as potential social replacements for work and productivity. Philosophies of education for leisure and retirement. Halberg. Credit toward GERO or LSS.

468 (G) Organization of Senior Leisure Services (3) Leisure service delivery to aging populations in theory and practice. Leisure services in senior centers, nursing homes, retirement communities, and volunteer programs. Halberg.

471 (G) Health Aspects of Aging (3) 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. Credit toward GERO or HEP.

Graduate Courses

506 Special Problems (Arr)

507 Seminar (Arr)

510 Experimental Course (Arr)

521 Research Methods in Health and Leisure (3) Application of social research methods to leisure settings; procedures in study design, methods of data collection, interpretation and presentation. Credit toward GERO, HEP, or LSS.

551 Administration of Physical Education (3) Practical application of administrative theory to the field of physical education. Functions of planning, organizing, staffing, directing, and controlling. Credit toward DP or PEP.

563 Adult Development (3) Physical and psychophysiological developmental processes during adulthood and normal aging. Relationships of the physical and socioenvironmental interactions in the stages of adult life. Recommended for gerontology and interdisciplinary students interested in adulthood. Credit toward GERO or PEP.

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, composition, ballet). B.S., 1974, Wisconsin, Stephens Point; M.A., 1976, California, Los Angeles.

Janet W. Descutner, M.A., Associate Professor (modern, composition, dance cultures). B.A., 1963, M.A., 1965, Ohio State. On leave 1984-85.

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, notation, body fundamentals). B.A., 1973, New York, Binghamton; M.F.A., 1977, New York.

Caroline G. Shell, Ph.D., Assistant Professor (history, aesthetics, research); 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, ballet staging, musical theater). Ballet Russe de Monte Carlo.

Emeritae

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, production, curriculum). B.S., 1962, M.A., 1965, Texas Woman's.

Facilities

The University provides three dance studios and one gymnasium for classes and special activities in dance. One multipurpose studio with mirrors for ballet, jazz, modern, and tap dance is located in Gerlinger Hall. In Gerlinger Annex two large studios with mirrors are used for ballet, modern, and jazz dance classes, and a large gymnasium is used for ballroom, folk, and square dance classes. In addition to serving as classrooms and rehearsal spaces, the studios in Gerlinger Annex convert into the attractive M. Frances Dougherty Dance Theatre, which has modern lighting and stage equipment for concert productions and seats 350 people.

Performing Opportunities

Repertory Dancers, a company jointly sponsored by the Department of Dance and the Associated Students of the University of Oregon (ASUO), offers performing opportunities to advanced students in modern, ballet, jazz, folk, historical, ballroom, and tap dance. Membership 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.

For students interested in musical theater, two performance outlets are available. The Song and Dance Troupe, cosponsored by the School of Music, performs frequently on campus and throughout the state. Musical theater productions in Robinson Theatre provide performance opportunities incorporating acting, singing, and dancing. These two activities also carry academic credit.

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, 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.

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 has an active voice in student-faculty relations and appoints students 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 and theory, lecture and theory. These and selected curricula in related fields enable students to specialize in performance, choreography, teaching, recreation, notation, or ethnology.

Preparation. The serious study of dance is not limited to physical development. It should develop the whole person including intellectual and spiritual capacities. High school students planning to specialize in dance should try to include preparation in music, drama, art, and dance. Additional studies in personal health and biology are strongly recommended.

Students transferring as dance majors following two years of college work elsewhere should have completed two terms of college biology with 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. Opportunities in business and technical theater management, as well as dance research and dance criticism, writing, and review, are also expanding. Students seeking teacher certification for elementary and secondary schools must take a second major in a certifiable subject, as dance currently is not certified by the State of Oregon. Many alumni of the department, however, are teaching dance in public schools in Oregon, and there is considerable demand for teachers who can give dance instruction.

An interdisciplinary program in dance, music, and theater is a specialization that may be arranged with an adviser in one of the three disciplines.

Auditions

All majors, minors, 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 ballet, folk, or modern dance techniques or in all three.

Two-year college transfers must have a 2.75 cumulative grade point average (GPA); in addition, they should have met the University's English composition and health course requirements and completed a majority of the University's group requirements. The 2.75 GPA includes all graded credits 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. During the first year, freshmen and transfer students must pass either Basic Rhythms (DP 152) or Fundamentals of Rhythm (DP 252) and Introduction to Dance (DP 251) to become full majors and be eligible to continue in professional technique courses.

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, 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, minors, 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) and Personal Health (HES 250) or an approved alternative health course. University group requirements for professional students are twelve courses of at least 3 credits 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 credits in language and literature including proficiency in a foreign language equivalent to two years of study; B.S., 36 credits in science or social science and three terms of college mathematics or proficiency as explained under Bachelor of Science in the Registration and Academic Policies of this catalog.

Department Requirements

Lower Division	35 credits
Basic Rhythms (DP 152)	2
Dance Improvisation (DP 153)	2
Ballet Vocabulary (DP 154)	2
Dance Laboratory: Folk (DP 192)	2
Introduction to Dance (DP 251)	3
Fundamentals of Rhythm (DP 252)	3
Movement Notation (DP 253)	3
Intermediate Movement Notation (DP 254)	3
Dance Production (DP 255)	3
Dance Laboratory: Modern (DP 292), three terms	6
Dance Laboratory: Ballet (DP 292), two terms	4
Dance Laboratory: Folk (DP 292)	2
Upper Division	41-44 credits
Dance Composition I, II (DP 351, 352)	6
Dance Accompaniment (DP 353)	3
Theoretical Foundations of Modern Dance (DP 354, 355, 356) or three terms in Dance Laboratory: Modern or Ballet or Historical (DP 392)	6-9
Music for Dancers (DP 358)	3
Seminar: Dance Films (DP 407), three terms (with DP 452, 453, 454)	3
Workshop: Production (DP 408)	1
Practicum: Choreography (DP 409) or Group Choreography (DP 455)	3
Dance Cultures of the World (DP 452) (plus Dance Films seminar)	3
Ballet from the Courts to Balanchine (DP 453) (plus Dance Films seminar)	3
Evolution of Modern Dance (DP 454) (plus Dance Films seminar)	3
Teaching Dance (DP 491)	3
Dance Apprenticeship (DP 492)	4
Additional Requirements	27-28 credits
Introduction to Visual Inquiry (AAA 180)	3
Introduction to Cultural Anthropology (ANTH 108)	3
Human Anatomy (BI 391, 392)	6
Kinesiology (PEP 372)	3
Elementary Aesthetics (PHL 222)	3
Great Religions of the World (R 201)	3
One of the following: Fundamentals of Speech Communication (RHCM 121) or Acting I (TA 250)	3
One of the following: Life of the Cell (BI 101) or Human Circulatory System (BI 103) or How Nervous Systems Work (BI 111) or Introduction to Animal Behavior (BI 115)	3-4
Electives to complete 186 credits	79-83

Courses in dance offered to meet the major, minor, 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 Pass/No pass (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 placement scores, audition results, interest, and course work load capacity.

Freshman Year, fall term	17-18 credits
Basic Rhythms (DP 152)	2
Ballet Vocabulary (DP 154)	2
Dance Laboratory: Modern and Ballet (DP 192)	4
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 credits
Dance Improvisation (DP 153)	2
Dance Laboratory: Modern and Ballet (DP 192)	4
Fundamentals of Rhythm (DP 252)	3
English Composition (WR 121)	3
Personal Health (HES 250)	3
Foreign language or social science or science	3-4

Spring term	17-19 credits
Dance Laboratory: Modern and Ballet (DP 192)	4
Group requirements	6
Foreign language or social science or science	3-4
Arts and Letters elective	3
Dance elective	1-2

Sophomore Year, fall term	18-19 credits
Dance Laboratory: Folk (DP 192)	2
Dance Laboratory: Modern and Ballet (DP 292)	4
Dance Production (DP 255)	3
Group requirement	3-4
Dance elective	2
Foreign language or science	4

Winter term	20-21 credits
Movement Notation (DP 253)	3
Dance Laboratory: Modern and Ballet and Folk (DP 292)	6
Workshop: Production (DP 408)	1
Acting I (TA 250)	3
Group requirement	3-4
Foreign language or science	4

Spring term	16-17 credits
Movement Notation (DP 254)	3
Body Fundamentals (DP 256)	3
Dance Laboratory: Modern and Ballet (DP 292)	4
Group requirement	3
Foreign language or social science	3-4

Honors College Degree in Dance

See the Honors College section of this catalog for specific Honors College requirements. Departmental requirements for dance majors enrolled in the Honors College include (1) 6 credits of independent study in choreography, ethnology, notation, or technical production leading to the senior honors thesis; and (2) either a choreography (minimum of 10 minutes) with written description and discussion or an honors essay on a selected research topic.

Minor Requirements

The dance minor requires 36 credits in technique, studio and theory, theory, and upper-division electives, distributed according to the following list. All courses with graded option must be taken graded and passed with grades of C- or above.

Area I—Technique	10 credits
Three courses in one idiom (ballet, folk, or modern) at the DP 192* level or above. The DP 192 level must be attained with a middle B or better by the end of the first year in the program	6
DS or DP courses in at least two other idioms	4

Area II—Studio and Theory

8-9 credits

Basic Rhythms (DP 152)	2
Dance Production (DP 255)	3
Workshop: Production (DP 408)	1

One course selected from the following:

Dance Improvisation (DP 153), Ballet Vocabulary (DP 154), Special Studies: Body Fundamentals (DP 256), Fundamentals of Rhythm (DP 252), Movement Notation (DP 253)	2-3
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Area III—Theory

6-7 credits

Introduction to Dance (DP 251)

One choice selected from the following:

Cultural Backgrounds of Folk Dance, Music, and Arts (DP 257); or Dance Cultures of the World (DP 452) and Seminar: Dance Films (DP 407); or Ballet from the Courts to Balanchine (DP 453) and Seminar: Dance Films (DP 407) or Evolution of Modern Dance (DP 454) and Seminar: Dance Films (DP 407)	3-4
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An additional 10-12 credits to complete the total of 36 are to be selected in consultation with the dance minor adviser, from DP upper-division courses. The dance option, a program of concentration in dance which is not indicated on the transcript, is also available for nonmajors. Interested students should contact the department for specific information.

*Admission to DP technique classes is by audition only.

Nonmajor Programs

An interesting variety of dance experiences is available to general students for enjoyment and enrichment through the nonmajor dance service (DS) program. Lower-division courses generally offer beginning or elementary instruction, upper-division courses intermediate and more advanced 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.

Graduate Studies

Both Master of Science (M.S.) and Master of Arts (M.A.) degrees in dance are available. Candidates generally complete a master's degree program in two years.

Admission

Students seeking admission to a master's degree program should obtain an application form from the Department of Dance. 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 anyone who has graduated from an accredited college or university and has a 2.75 cumulative undergraduate GPA. In addition, all applicants must submit three letters of recommendation, an up-to-date vita, 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 a GPA below 2.75 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 (GTFs) 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 each year.

Master's Degrees

A minimum of 54 graduate credits must be completed for the master's degree. A minimum of 30 credits 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 by demonstrating 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 they are completed:

Basic Rhythms (DP 152)
Fundamentals of Rhythm (DP 252)
Intermediate Movement Notation (DP 254)
Dance Production (DP 255)
Dance Composition II (DP 352)
Dance Accompaniment (DP 353)
Music for Dancers (DP 358)

Prerequisite requirements may be waived by one of the following means: passing proficiency examinations provided by the department; presenting a certificate in Labanotation and Effort-Shape from the Dance Notation Bureau; presenting evidence of acceptable practical experience in all aspects of dance production.

All work for the master's degree must be completed within a period of seven years. This includes transfer credit from another institution, the thesis, and the final examination.

Graduate Core Courses. Dance as a discipline for choreographers, performers, recreationalists, teachers, researchers, therapists, and critics has a common base. The following required core of 9 graduate credits reflects this common base: Administration of Dance in Education (DP 493G), Seminar: Research in Dance (DP 507), and Aesthetic Bases for Dance in Art and Education (DP 593).

Master's Degree Program—Thesis Option (54 credits). In addition to the 9 core credits, a minimum of 27 credits must be selected from the following dance courses:

Seminar: Dance Films (DP 407G)
Dance Cultures of the World (DP 452G)
Ballet from the Courts to Balanchine (DP 453G)
Evolution of Modern Dance (DP 454G)
Group Choreography (DP 455G)
Teaching Dance (DP 491G)
Research (DP 501)
Supervised College Teaching (DP 502)
Reading and Conference (DP 505)
Special Problems (DP 506)
Seminar: Selected Topics (DP 507)
Workshop (DP 508), three terms in one idiom Practicum (DP 509)

6 credits of Reading and Conference, 9 credits of Practicum, and 6 credits of Supervised College Teaching are the maximums allowed for either the thesis or the nonthesis option except in special circumstances determined by the department head. While a minimum of three terms of Workshop (DP 508) is mandatory, no more than 12 credits of Workshop (DP 408G or 508) may apply toward the degree requirement.

At least 9 credits are required in another field related to an approved thesis topic. Selections must be approved by the major adviser. A minimum of 9 credits are required in Research (DP 501) and Thesis (DP 503).

The thesis proposal 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 credits). The nonthesis option requires (1) a minimum of 36 credits selected from dance courses as defined in the Thesis Option above; (2) a minimum of 9 credits, approved by the major adviser, in another field related to dance; and (3) a minimum of 9 credits within or outside the Department of Dance; selections must be approved by the major adviser.

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.

Dance Service Courses (DS)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

101-199 Service Courses for Men and Women (Dance) (1R) 170: modern I, 171: improvisation, 172: ballet I, 175: jazz I, 176: tap I, 178: international folk I, 179: Balkan and Central European folk, 180: Near East folk, 181: Western European folk, 183: North American folk, 184: ballroom I. Laboratory fee. **R** once for maximum of 2 credits.

201-299 Service Courses for Men and Women (Dance) (1R) 270: modern II, 272: ballet II, 275: jazz II, 276: tap II, 284: ballroom II. Laboratory fee. **R** once for maximum of 2 credits.

Upper-Division Courses

301-399 Service Courses for Men and Women (Dance) (1R) 370: modern, 372: ballet, 373: ballet pointe, 375: jazz III, 376: tap III. Laboratory fee. **R** once for maximum of 2 credits.

Note: Not all courses can be offered every year. A list of courses offered each term is in the current *Time Schedule of Classes*.

Courses in Professional Dance (DP)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

152 Basic Rhythms (2) Music notation and elementary musical devices used in the dance; introduction to Labanotation. Madrid.

153 Dance Improvisation (2) Laboratory; development of personal movement vocabulary; emphasis on spontaneity and exploration of dynamics (time, space, force, flow). Meglin-Roan.

154 Ballet Vocabulary (2) Studio-theory course; discussion and application of basic ballet terminology. Coreq: DP 192 Dance Laboratory: Ballet. Berkeley, Zadoff.

192 Dance Laboratory (2R) Techniques in folk, ballet, pointe, modern, jazz, and tap. For professional dance students. Prereq: audition prior to registration. **R** for maximum of 6 credits in any one idiom.

199 Special Studies (1-3)

200 SEARCH (1-3)

251 Introduction to Dance (3) Overview of professional and educational aspects of dance, its function in society, and its significance as an art form in contemporary culture. Aldrich.

252 Fundamentals of Rhythm (3) Rhythmic and metric principles in dance. Identification of dance forms through their rhythmic structures. Prereq: DP 152. Madrid.

253 Movement Notation (3) Introduction to Labanotation: the process of recording movement. Concepts of spatial and temporal analysis, conversion into graphic symbols, and reconstruction of movement patterns from Labanotated scores. Prereq: DP 152 or instructor's consent. Descutner, Meglin-Roan.

254 Intermediate Movement Notation (3) 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. Prereq: DP 253. Descutner, Meglin-Roan.

255 Dance Production (3) Production problems of staging, lighting, and costuming for the dance concert. Aldrich.

256 Body Fundamentals (3) Introduction to anatomical and kinesiological analysis of movement: Bartenieff's Correctives and Sweigard's ideokinetic facilitation, with a view to prevention and care of injuries. Descutner, Meglin-Roan.

257 Cultural Backgrounds of Folk Dance, Music, and Art (3) Investigation of social and cultural origins of dance styles in selected European and North American regions and countries. Aldrich.

292 Dance Laboratory (2R) Intermediate dance technique in folk, ballet, pointe, modern, jazz, and tap. For professional dance students. Prereq: DP 192 or equivalent; audition prior to registration. **R** for maximum of 6 credits in any one idiom.

Upper-Division Courses

351 Dance Composition I (3) Introduction to self-composed dance movement as a communication tool. How to select, develop, vary, and phrase dance movement. Choreography of short dance studies. Prereq: DP 153, 252; coreq: DP 358. Meglin-Roan.

352 Dance Composition II (3) Compositional forms and styles in dance. Structural forms derived from music, fine arts, poetry, theater. Prereq: DP 351. Berkeley, Descutner.

353 Dance Accompaniment (3) Function of accompaniment for dance skills and composition. Types of accompaniment—instrumental, electronic, percussion, voice. Prereq: DP 252; coreq: DP 491. Madrid.

354, 355, 356 Theoretical Foundations of Modern Dance (3,3,3R) A studio-theory course in modern dance techniques. Analysis of theoretical framework, stylistic emphasis, and aesthetic significance of that style in technique and in composed works. Prereq: DP 392 level; audition prior to registration. Each number **R** once for a maximum of 18 credits. Not offered every year.

357 Dance in Musical Theater (3) Basic movement vocabulary needed for musical theater and opera; historical development; staging, choreography, and performance. Prereq: previous dance experience and instructor's consent. Zadoff. Open to nonmajors. Not offered every year.

358 Music for Dancers (3) Survey of musical form, style, and expressive content. The relationship of instrumentation, melodic development, tonality, and rhythmic structure to choreographic form and style. Prereq: DP 252 or instructor's consent; coreq: DP 351. Madrid.

359 Renaissance Dance (2R) Studio-theory class in dance styles of the late 15th through early 17th centuries. Prereq: DS 172 Ballet I or instructor's consent. Open to nonmajors; of interest to musicians, actors, and historians. Aldrich. **R** once. Not offered every year.

392 Dance Laboratory (2R) Advanced dance techniques in ballet, folk, modern, jazz, historical, and tap. For professional dance students. Prereq: audition prior to registration.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

403 Thesis (Arr)

405 Reading and Conference (Arr)

406 (G) Special Problems (Arr) Topics arranged as interest warrants and faculty assignments permit.

407 (G) Seminar (Arr; R) Recent topics include Classical Dances of the Orient, Dance Films, Dance in Literature and the Arts, and Native American Dance Cultures. **R** when topic changes.

408 (G) Workshop (Arr; R) Includes performance in repertory companies, musical performance, student choreographies, and technical production work. Prereq: audition for performance classes, DP 255 for production work.

409 (G) Practicum (Arr)

410 (G) Experimental Course (Arr) Current titles include Notation Reconstruction.

452 (G) Dance Cultures of the World (3) The function of dance in culture: how form, structure, and expressive content derive from and relate to world view. Selected tribal cultures in Africa and North America and dance forms of India, Bali, China, and Japan. Open to nonmajors. Prereq: R 201, ANTH 108; coreq: DP 407 Seminar: Dance Films. Sellers.

453 (G) Ballet from the Courts to Balanchine (3) Social and theater dance forms of Western cultures from the Middle Ages through 18th-century ballet into the era of contemporary art. Open to nonmajors. Coreq: DP 407 Seminar: Dance Films. Berkeley.

454 (G) Evolution of Modern Dance (3) Influences of leading dance artists; dance in education; new directions in concert and theater forms; emphasis on the dance in the United States. Open to nonmajors. Coreq: DP 407 Seminar: Dance Films. Shell.

455 (G) Group Choreography (3R) The problems and special considerations of group choreography; introduction to the communication of personally created movement to other dancers. Prereq: DP 352 or instructor's consent. Descutner, Meglin-Roan. **R** once.

456 (G) Ballet Staging (2R) Laboratory to include elements of solo, pas de deux, and corps techniques. Short movement segments drawn from standard ballet repertory. Coreq: DP 392 Dance Laboratory: Ballet. Zadoff. Not offered every year. **R** once.

457 Baroque Dance (2R) A studio-theory course in dance styles of the 17th and 18th centuries. Prereq: DS 172 Ballet I or instructor's consent. Open to nonmajors; of interest to musicians, actors, and historians. Aldrich. **R** once. Not offered every year.

491 (G) Teaching Dance (3) Elaborates on materials of dance to help prepare the dance major to apprentice teach in a University dance class. Investigates teaching progressions, film use and sources, accompaniment, record sources and use, and prominent teaching manuals of dance. Prereq: junior standing and DP 292; coreq: DP 353. Berkeley, Descutner.

492 Dance Apprenticeship (2R) Directed activities related to the teaching of dance; selection of materials, class organization and management; student teaching in a University dance class. For professional dance students. Prereq: DP 491.

493 (G) Administration of Dance in Education (3) Organization and administration of a dance program in colleges, universities, and public secondary schools. Prereq: DP 491 or instructor's consent. Shell. Not offered every year.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr) Selected problems in dance. Limited by faculty work load and availability.

507 Seminar (Arr) Topics vary according to student interest and faculty availability. Recent topics include Choreographic Analysis and Criticism, Movement Pattern Analysis, and Research in Dance.

508 Workshop (Arr; R) Includes studio work in ballet, pointe, modern, folk, jazz, tap, performance, and production. R for maximum of 12 credits.

509 Practicum (Arr)

510 Experimental Course (Arr) Current titles include Dance Research Design.

HDEV 551 Administration of Physical Education (3) See description under Human Development and Performance.

593 Aesthetic Bases for Dance in Art and Education (3) Dance as an art form; function of the dance in the changing social milieu; 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, 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.

Starlus Showalter, M.A., Courtesy Assistant Professor; Counselor, Widowed and Family Grief Counseling Program. B.S., 1953, M.A., 1960, Southern California.

Jeanne Wojack, M.S., Courtesy Assistant Professor; Counselor, Widowed and Family Grief Counseling Program. B.S., 1968, Minnesota, Minneapolis-St. Paul; M.S., 1983, Oregon State.

Participating

Joan Acker, Ph.D., Professor of Sociology (women, stratification, social welfare organizations).

C. Ross Anthony, Ph.D., Assistant Professor of Economics (economic development, health economics).

Carl Carmichael, Ph.D., Associate Professor of Speech (communication theory).

Lawrence Carter, Ph.D., Associate Professor of Sociology (demography, human ecology, urban, economic).

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).

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).

Judy Hibbard, D.P.H., Assistant Professor of School and Community Health (social epidemiology, public health, women's health).

Robert Kime, Ph.D., Professor of School and Community Health (sex education, consumer health).

Peter Lewinsohn, Ph.D., Professor of Psychology (clinical, depression, neuropsychology).

Warren Smith, Ed.D., Professor of School and Community Health (world health, safety).

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).

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 many undergraduate and graduate options in instruction, research, and service. The gerontology curriculum is professionally oriented and drawn from departments throughout the University. Gerontology courses are offered throughout the year including summer session. 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 are available during the preceding fall term.

The diverse academic backgrounds of gerontology students include 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 do research on 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 aging exist in local, state, and national government; service agencies; professional organizations; colleges and universities; and the private sector. Specialists in aging work in residential environments designed for elders, recreation facilities, health care settings, art centers, consulting firms, public agencies, nongovernmental organizations, businesses, and education and research centers. Job opportunities in virtually every discipline are enhanced by specialization in gerontology.

With a baccalaureate degree, the gerontology major is qualified for most positions involving direct-service delivery to the elderly, for entry-level technical positions, and for supervised research. A master's degree usually qualifies the holder for 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 Bachelor of Arts (B.A.) or Bachelor of Science (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. Faculty and peer advisers in gerontology can 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 credits 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 pursue a double major, depending in part on the department of the second major. For instance, if a student's second major is in the College of Arts and Sciences, the student must satisfy all requirements for the baccalaureate degree in that college as well as those for the College of Human Development and Performance center.

Center for Gerontology requirements for the B.A. or B.S. include a minimum of 45 credits in gerontology or in other courses approved by the center. Gerontology courses—except those available Pass/No pass only—must be taken for grades of C or better.

All gerontology majors must complete the following core courses.

Core Requirements	35 credits
Perspectives in Aging (GERO 380), prerequisite to all other core courses	3
Practicum: Human Aging (GERO 409)	15
Prepracticum Theory-Practice Integration (GERO 411)	1
Concurrent Theory-Practice Integration (GERO 412)	1
Evaluation Procedures in Health (HEP 431)	3
Health Aspects of Aging (HDEV 471)	3
Psychological Processes in Aging (GERO 481)	3
Principles and Practices of Services for the Elderly (GERO 482)	3
Sociological Aspects of Aging (GERO 483)	3

A minimum of 10 elective credits must also be selected from a center-approved list of 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 gerontology credits 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 degree at another institution must complete at least 45 credits in residence, including the 35 in core courses required for the baccalaureate degree.

Honors College Degree

The Robert Donald Clark Honors College is an alternative for 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, is attractive to the self-directed student. Details may be obtained from the Honors College.

Certificate in Gerontology

The undergraduate certificate is available to matriculated UO students. Nongerontology 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 their intention by making application for admission to the Center for Gerontology. Each student should seek the advice of a gerontology peer adviser early in his or her program.

The Certificate in Gerontology at the undergraduate level requires completion of a 24-credit program, including the following core courses, prearranged with a gerontology faculty adviser.

Undergraduate Certificate Core	18 credits
Perspectives in Aging (GERO 380)	3
Evaluation Procedures in Health (HEP 431)	3
Health Aspects of Aging (HDEV 471)	3
Psychological Processes in Aging (GERO 481)	3
Principles and Practices of Services for the Elderly (GERO 482)	3
Sociological Aspects of Aging (GERO 483)	3

In addition, the student must complete 6 credits in gerontology electives, chosen with the approval of his or her assigned faculty adviser. The 6 elective credits 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 credits must be graded. A maximum of 9 credits may be transferred by petition from other academic institutions. All work toward the undergraduate certificate must be completed in four years.

Minor Requirements

Three options for a minor in gerontology are available: Professional, Research, and Elective. Each option requires 24-27 credits and grades of C or higher. Core courses required for all three minor options are: Perspectives in Aging (GERO 380), Health Aspects of Aging (HDEV 471), Psychological Processes in Aging (GERO 481), and Sociological Aspects of Aging (GERO 483). Further information about each option may be obtained from the Center for Gerontology.

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), Psychological Processes in Aging (GERO 481), 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 credits may be

transferred (by petition to the gerontology faculty) from another institution of higher education.

Students seeking the graduate Certificate in Gerontology should apply 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 credits of prerequisite course work, a graduate Certificate in Gerontology requires 24 credits in approved courses, to be prearranged with a gerontology faculty adviser. 18 credits must be selected from the following courses:

Experimental Course: Biological Aspects of Aging (GERO 410M).

Experimental Course: Diagnosis and Intervention in Clinical Gerontology (GERO 410M).

Principles and Practices of Services for the Elderly (GERO 482).

Health Aspects of Aging (HDEV 471).

Any one of the three 500-level courses offered as part of the graduate concentration in adult development and aging by the Department of Physical Education and Human Movement Studies.

Research (GERO 501), up to 6 credits of supervised, aging-related research.

Prepracticum Theory-Practice Integration (GERO 504), and Concurrent Theory-Practice Integration (GERO 512).

Seminar: Classics in Gerontological Research (GERO 507).

Seminar: Current Trends in Gerontological Research (GERO 507).

Practicum: Human Aging (GERO 509).

Public Policy Issues and Aging (GERO 582).

The remaining 6 elective credits may be selected from 400(M)- or 500-level courses listed in the UO Center for Gerontology Curriculum Document or summer session brochure.

Graduate students in gerontology must maintain a 3.00 GPA, take at least 18 graded credits 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 (IS:IP) usually consists of 15 or more credits in each of three University academic units. Of the three areas included in the IS:IP program, no more than two may be from the same college or school. An additional 9 credits are required for the completion of the graduate project. In order for gerontology to be one of the three areas of study under the IS:IP option, students may select either of the following: (1) earn the graduate Certificate in Gerontology (24 plus 9 credits of prerequisites); or (2) take 15 credits in gerontology courses and comprehensive examinations. Perspectives in Aging (GERO 380) is the only prerequisite.

Students interested in the IS:IP option 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 credits in gerontology. Perspectives in Aging (GERO 380) is the only 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 credits from core courses for the graduate certificate. The remaining credits are to be chosen at the 400(M) 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 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 in Gerontology (GERO)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Upper-Division Courses

380 Perspectives in Aging (3) Theories of aging, health and physiological aspects, psychological and psychiatric aspects, family and sex roles of the aged, environmental design issues, leisure and recreation possibilities, political and economic approaches, death, and other topics. Bolton and others. **Note:** With rare exception, GERO 380 should be taken before enrolling in any other gerontology courses.

382 Psychological Aspects of Aging (3) Perception, learning, motivation, intelligence, achievement, personality, and other aspects of normal and pathological aging. Students are paired with retired persons both in and out of class to enhance the classroom experience. Prereq: GERO 380. Not offered 1984-85.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr)

406 Special Problems (Arr)

407 (M) Seminar (Arr)

408 (M) Workshop (Arr)

409 Practicum (Arr) Prereq: GERO 411; coreq: GERO 412. Bolton.

410 (M) Experimental Course (Arr) Current topics are Counseling the Bereaved; Diagnosis and Intervention in Clinical Gerontology; Grief and Bereavement; and Working with the Dying, Their Families, and Caregivers.

HDEV 410 (G) Experimental Course (Arr)

411 Prepracticum Theory-Practice Integration (1) Basic skills development in preparation for placement in the community. Prereq: GERO 380.

412 Concurrent Theory-Practice Integration (1) Problem solving, budgeting, and planning. Prereq: GERO 380.

HEP 431 Evaluation Procedures in Health (3) See description under School and Community Health.

HDEV 467 (G) Social Dimensions of Leisure and Retirement (3) See description under Human Development and Performance.

HDEV 468 (G) Organization of Senior Leisure Services (3) See description under Human Development and Performance.

HDEV 471 (G) Health Aspects of Aging (3) See description under Human Development and Performance.

481 (M) Psychological Processes in Aging (3) Age-related changes over the life span including cognition, perception, motivation. Prereq: GERO 380. Bader.

482 (M) Principles and Practices of Services for the Elderly (3) Consideration of the sociohistorical background of the development of services for the aging; introduction to individual and group methods of working with the aged and their families; means of assessing and meeting the needs of the elderly including introduction to community resources. Prereq: GERO 380 or equivalent. Bader.

483 (M) Sociological Aspects of Aging (3) Structural and behavioral implications of older adulthood in modern society. The social roles and social status of the aged. Bolton.

484 (M) Preretirement Education (3) Preretirement education as an intervention in a crisis period of adult life; models and strategies of counseling preretirees. Not offered 1984-85.

485 (M) Problems in Death Education (3) Inquiry into various issues in dying, death, and bereavement: research, theory, relevant social organization and processes, philosophical and ethical questions.

486 (M) Philosophical Aspects of Aging (3) Exploration and evaluation of various philosophies of aging; insights into Western cultural biases about aging and old people. Not offered 1984-85.

488 (M) Midlife Transitions (3) Major life transitions common to middle-aged and older adults. Coping skills, adaptation, stress, depression, aging, and bereavement. Positive aspects of growing older; psychological frameworks relevant to the middle years. Prereq: 9 credits of psychology or educational psychology or instructor's consent. Bolton.

490 (M) Evaluation of Programs for the Elderly (3) Introductory comparison of program evaluation and research methods; elementary nonstatistical techniques of program evaluation; models of decision making based on program evaluation results. Prereq: GERO 380. Not offered 1984-85. Recommended alternative: HEP 431.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

504 Prepracticum Theory-Practice Integration (1) Basic skills development to prepare the graduate student for placement in the community.

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr)

508 Workshop (Arr)

509 Practicum (Arr) Prereq: GERO 504; coreq: GERO 512. Bader.

510 Experimental Course (Arr)

512 Concurrent Theory-Practice Integration (1) Problem solving, budgeting, and planning.

HDEV 521 Research Methods in Health and Leisure (3) See description under Human Development and Performance.

HDEV 563 Adult Development (3) See description under Human Development and Performance.

580 Personality and Aging (3) Personality theories of normal and pathological aging: developmental, psychoanalytic, behavioristic, and psychological. Not offered 1984-85.

581 Confrontations of Death (3) Examination of feelings and attitudes toward the death of others and of one's self. Includes a weekend group experience under the guidance of human relations trainers. Prereq: senior or graduate standing and instructor's consent. Ewing. P/N only.

582 Public Policy Issues and Aging (3) Processes leading to and following from particular kinds of aging-related legislation, public policies, and services. Information systems available to decision makers, service providers, and agency staffs. Bader.



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 1984-85.

Jacqueline Parker, D.S.W., Assistant Professor (social welfare history, policy). B.A., 1959, M.S.W., 1961, D.S.W., 1972, California, Berkeley.

Anita Runyan, Ph.D., Associate Professor (preventive mental health, human service delivery, field instruction); Director, University Community Action. B.S., 1956, Pacific Union; M.S., 1968, Ph.D., 1972, Oregon.

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.

Emerita

Myra Miller, S.W. Diploma, Associate Professor Emerita (field instruction). B.A., 1937, Washington; Diploma, 1939, New York School of Social Work.

The Department of Human Services is composed of what was formerly the community services program within the Wallace School of Community Service and Public Affairs (CSPA), coordinated with the interdisciplinary studies master's degree program in corrections.

The human services department is an interdisciplinary professional education program. Majors take specified and elective courses from several professional and liberal arts disciplines. Assisted by human services faculty, they then integrate this knowledge and use it to help resolve social problems encountered in professional practice. The primary methods used for these processes of integration and application are supervised field study, theory-practice integration courses, core courses, and individual advising.

Undergraduate Studies

The undergraduate program in human services is designed to (1) prepare students for entry-level professional positions in various human service organizations, particularly in the fields of corrections; mental health; and child, youth, and family services; (2) provide background preparation for graduate studies; (3) provide opportunity for in-career students to enhance their competence and credentials; and (4) provide opportunity for mature students to change careers.

Degrees offered are the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) with a major in human services. A human services minor in juvenile and criminal justice is being proposed. If approved, it will become effective winter 1985. 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 department 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 resulting from this interaction rather than from either exclusively 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 and to working with individuals. The requirements and curriculum of the human services department 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, and preventive mental health. Broad social-policy as well as individual service-delivery issues are explored.

Preparation. Professional education in human services is based on a strong liberal arts background that has both breadth and depth. Social and individual problems are too complex to be successfully addressed within a single discipline.

High school students planning a career in human services should develop written and oral communication skills and conceptual skills. They should also obtain volunteer experience in a human service agency if possible. Conceptual skills are developed through courses that require the student to think independently and analytically. Communication skills are developed through such courses as English, foreign languages, and speech, and 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 communication.

Students are also encouraged to acquire more field experience during their freshman or sophomore year. An excellent means of doing this at the University is to enroll in an ESCAPE community services placement, in which the student may earn up to 9 credits a term for supervised work in a community-service agency. Students taking ESCAPE field placements are also expected to enroll in an introductory 1-credit seminar on the integration of theory and field experience. Most community colleges also offer supervised field experience in human services programs.

Careers. Professional roles for which human services majors prepare include direct-service and case management for individuals or groups, advocacy, program development, management, and other organizational roles in human service programs. Settings include child welfare agencies, day-care programs, group homes for adolescents, drug and alcohol programs, crisis intervention programs, programs for former psychiatric patients, parole

and probation, 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 department attempts to anticipate these changes and to prepare students for emerging as well as existing roles.

At present most human service work takes place in various types of publicly funded agencies, although private nonprofit agencies are increasing. In addition, a growing 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 credits 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 take place twice a year. Application deadlines are October 15 and January 30.

When a student is formally admitted to the program, he or she is assigned a faculty adviser whose interests, whenever possible, match those of the student. Advising plays a key 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 fulfill a later set of program requirements developed to respond to changes in the human service field. Students may not combine old and new requirements in a single program.

Current requirements for majors in human services are given below. Inquire at the department office for other approved courses which may be substituted for those listed.

Foundation Courses: 18 credits

Introduction to Psychology (PSY 210)
 Developmental Psychology (PSY 215)
 Introduction to Sociology (SOC 201)
 American Government (PS 201)
 Fundamentals of Small-Group Communication (RHCM 123)
 Fundamentals of Interpersonal Communication (RHCM 124)

Core Courses: 53 credits

Introduction to Human Services (HS 310)
 Prevention Methods—Services and Strategies (HS 442M)

Introduction to Social Research (SOC 325)
 Quantitative Methods in Sociology (SOC 326)
 Human Service Delivery (HS 428)
 University Community Action (UCA) Program:
 Theory-Practice Integration (HS 411, 412)
 Seminar: Organizational Interventions
 (HS 407)
 Seminar: Community Interventions (HS 407)
 Supervised Field Study (HS 409)

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 human services department office.

Concentration Area: 15 credits

In consultation with an adviser, each student selects 15 additional upper-division credits in a concentration area related to his or her career goals. Courses may be taken in other departments as well as human services, and the concentration area may be one of those listed below or another department-approved choice.

Children, Youth, and Families
 Juvenile and Criminal Justice
 Mental Health

Special Programs

University Community Action Program. The University Community Action program (UCA) is the way human services majors 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 field instruction and teach the theory-practice integration course in which students are involved each term. Course topics are individual and small-group interventions, organizational interventions, and community interventions.

In these field placements, students work to expand services and develop new programs for youth and children, seniors, and adult special populations such as the mentally and emotionally disturbed, the developmentally disabled, or clients of the correctional system. Various positions are available in 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 through other major departments. Students interested in more information or admission should contact Anita Runyan, director, or visit the UCA office, 109 Hendricks Hall; telephone 686-3813.

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 degree program in corrections, 111 Hendricks Hall; telephone 686-3896.

Courses in Human Services (HS)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3) Introduction to Administration of Justice is a current topic.

Upper-Division Courses

310 Introduction to Human Services (3) Issues, problems, programs, methods, and trends in human services. Qualifications needed for human service careers; planning appropriate educational programs. Visits to human service agencies in the community.

311 Issues for Professional Practice (3) Issues of professional ethics, accountability, values, and professionalism as they relate to the diversity of roles in human services. The underlying values and problem-solving approaches used in professional practice. Not offered every year.

321 Interpersonal and Group Problem Solving (3) Integrates concepts regarding human behavior and communication and the social context in which it occurs; applications to the assessment and resolution of interpersonal problems. Designed for majors. Prereq: RHCM 123, 124. Not offered every year.

324, 325 Applied Research Evaluation I and II (3) Introduction to the use of research to provide information for making decisions in three public service areas: policy development and evaluation, management, and service delivery. Prereq: MTH 100 or equivalent and a social science research methods or statistics course. Not offered every year.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

401 (M) Research (Arr)

403 (M) Thesis (Arr)

405 (M) Reading and Conference (Arr)

406 (M) Special Problems (Arr) ESCAPE Community Services is a current topic; coreq for first time volunteers: HS 407 Seminar: ESCAPE Volunteer Training. Graduate credit not available for ESCAPE courses.

407 (M) Seminar (Arr) Current topics are ESCAPE Volunteer Training, ESCAPE Field Supervision, Individual and Small-Group Interventions, Organizational Interventions, and Community Interventions. Graduate credit not available for ESCAPE courses.

408 (M) Workshop (Arr) Preservice Workshop is a current topic.

409 (M) Supervised Field Study (Arr)

410 (M) Experimental Course (Arr) Current topics are Family Interdependent Systems, and Child Abuse and Neglect.

411, 412 (M) Theory-Practice Integration (1-3,1-3) Introduction to the organization, character, and conduct of community agency programs as a link between theory and practice. Prereq: instructor's consent; coreq: HS 409. Not offered every year.

428 (M) Human Service Delivery (3) Human service delivery methods: casework, counseling, crisis intervention, self-help groups, team approaches, consultation, training, advocacy, and various systems interventions.

430 (M) Group Work Methods (3) Theory and techniques of working with groups in community service and public affairs programs; emphasis on development of practical group work skills.

431 (M) Counseling Interview (3) Experience-based skill development for counseling in a variety of settings in the helping professions. Emphasis on acquiring a practical, integrative framework for counseling: roles, behavior themes, and goals as experienced by clients and counselors. Prereq: HS 407 Seminar: Individual and Small-Group Interventions.

433 (M) Organizational Communication (3) Development of good and poor communication systems within and between organizations. Formal and informal communication channels. Techniques for clarifying and improving organizational communications and communication networks. Not offered every year.

435 (M) Developmental Counseling (3) Exploration of initial assumptions and concepts basic to the process of developmental counseling. A theory-oriented course in professional counseling aimed at the normal individual's optimal development. Not offered every year.

HDEV 437 (M) Volunteerism (3) See description under Human Development and Performance.

440, 441 (M) Social Welfare Institutions: Policies and Programs (3-5,3-5) History, structures, policies, and services of the major social welfare programs; analysis of the policy-making process in social welfare services and its application to current programs and new proposals.

442 (M) Prevention Methods and Strategies (3) Developing programs to prevent such problems as family violence, delinquency, suicide, rape, and substance abuse. Emphasis on primary prevention by improving social systems and fostering individual development. Each student designs a primary prevention program proposal in his or her area of interest.

446 (M) Child Welfare Services (3) History and analysis of child welfare services as they have developed in Western society. Focus on the social work value system and philosophy as applied to child welfare services. Analysis of public and private child welfare agencies in Oregon and the United States.

447 (M) Community Organization and Social Planning (3) 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.

448 (M) Community Mental Health (3) 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.

450 (M) Stress Management (3) Two applications of stress theory and management: stress and burnout as particular problems of human service workers, and stress theory as a conceptual framework for understanding various client dysfunctions. Stress theory. Identification of stress producers in human service work, methods of managing stress constructively, and teaching stress management.

460, 461 (M) Correctional Systems (3-5,3-5) Contemporary corrections processes examined and analyzed in terms of theoretical, philosophical, and legal foundations. Interaction of theory and policy in program development. Prevention, diversion, deterrence, and rehabilitation. Research data evaluated in terms of correctional effectiveness.

462 (M) Juvenile Justice (3) Juvenile court system elements and processes; alternatives to the court. Theoretical and philosophical bases for policy; intervention strategies. The nature of human service professional involvement with communities, families, and youth. Examination of research evidence in terms of effectiveness of professional intervention.

463 (M) Community Corrections (3) Reasons for the high rate of institutionalization in the United States as compared to other industrial nations; philosophical issues, economic burdens, and effectiveness of corrections policy. Community corrections as an alternative to institutionalization.

Leisure Studies and Services

180 Esslinger Hall
Telephone 686-3396
Phyllis M. Ford, Department Head

Faculty

Gaylene Carpenter, Ed.D., Assistant Professor (programs, leisure education). B.A., 1965, M.S., 1973, California State, Long Beach; Ed.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.

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.

Emeriti

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 Emeritus (administration); Dean Emeritus, College of Health, Physical Education, and Recreation. B.A., 1936, M.A., 1938, Washington State; Ph.D., 1955, Michigan.

Careers. The role of the Department of Leisure Studies and Services at the University is to offer a well-rounded, well-developed program of professional education in leisure services on both the undergraduate and graduate levels.

The department's major function is professional preparation for leisure service-oriented careers through teaching, practice, and integration of concepts, theories, and facts germane to the leisure service professions. Underlying the professional preparation is a strong commitment to the scholarly study of leisure and its implications for contemporary society. Students apply the knowledge gained through practical service.

Other functions are promotion of the study of and research on the phenomenon of leisure, provision of complementary leisure service courses for the University through electives and an academic minor in leisure studies and services, and the promulgation of current leisure-service practices and policies among service providers.

The major undergraduate function of the department is to prepare students for professional careers in leisure services. Programs lead to baccalaureate, master's, and doctoral degrees. Strong emphasis is placed on courses that provide a broad liberal education as well as those having a professional focus.

The department attempts to prepare students for professional achievement and develop in them social and personal attitudes and responsibilities, ethical standards, cultural balance, social responsibility, and ideals of service. Its program, therefore, includes courses intended

to promote an appreciation of the institution and traditions of a free society, to foster attitudes of critical observation and judgment, and to equip the prospective professional in leisure services with the knowledge and specialized skills needed in the more technical aspects of the field. Graduates of the Department of Leisure Studies and Services become coordinators and managers of public, private, commercial, and therapeutic leisure services.

Accreditation. The department is one in 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. 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 solving recreational problems.

Through the institute the department publishes a series of leisure-related monographs written by faculty and students. A reference depository is available to students, faculty, and practicing professionals. It includes special studies and reports and the L. S. Rodney collection.

Project Trends. Project TRENDS (Therapeutic Recreation for New and Enhanced Delivery of Services) is a federally funded project which provides preservice education in therapeutic recreation at the master's degree level. As the only program in the Northwest training manpower jointly at both master's and doctoral levels, Project TRENDS follows a rich tradition of other timely projects operating at the University during the past fourteen years. These projects have helped produce more than sixty graduate-level trainees who currently hold most of the key therapeutic recreation positions in the state and many in the Northwest. A major emphasis of Project TRENDS is the development and training of students in the use of computer-assisted methodologies, especially assessment, record keeping, and referral.

Eight to ten tuition waivers for master's degree students are provided each year. Each graduate application is reviewed after the student's file is complete, i.e., it contains an application form, transcripts, references, and a satisfactory score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Recipients must take at least two introductory computer science courses.

Undergraduate Studies

The Department of Leisure Studies and Services offers major curricula leading to the Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees and provides a foundation for graduate work leading to advanced degrees.

Admission

Students must complete all of the following requirements for admission to the department:

1. Confer with a peer adviser.
2. Formally declare leisure studies and services as a major.
3. Fill out an application for admission (form U-1).
4. Complete an advising checklist with a peer adviser.

Graduation Requirements

Graduation requirements for a baccalaureate degree in leisure studies and services include 63 credits in approved LSS-prefix courses offered in four phases:

Phase I (12 credits)

Leisure in Society
Leisure: People and Places
Leisure: Organizations and Agencies
Leading and Programming Leisure Services

Three of these must be taken before any Phase II courses.

Phase II (18 credits)

Managing Leisure Services
Leisure Behavior
Financing Leisure Services
Evaluating Leisure Services
Marketing Leisure Services
Seminar: Professional Issues and Internship

Four of these must be taken before any Phase III courses.

Phase III (21 credits)

Electives, to include three courses plus a 12-credit internship or a combination of elective and open-ended courses.

Phase IV (12 credits)

Leisure Service Internship (repeatable once).

The department also requires at least one course in each of the following: group processes, sociology, psychology, first aid certification, and physical education. These courses may also be applied to University graduation requirements.

The D grade in LSS courses may not be used to satisfy major requirements.

Transfer Students

Students transferring from other institutions without previous leisure studies and services courses or their equivalents must follow the application procedure for admittance into the department (see above). Completion of major requirements takes approximately six terms (two academic years).

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 the student has had a course of study similar to that required by this department, a minimum of 15 credits in LSS courses (excluding open-ended numbers) and 15 credits in practica or field studies (LSS 409 or 415) must be completed at the University of Oregon.

Minor Requirements

The minor in leisure studies and services requires 24 credits. See a peer adviser or faculty member for details.

This program is intended for those who want to augment their majors by leisure-oriented courses germane to their area of study as well as for those 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 to the department and offers advising on general University requirements as well. The peer advising office is in 187-A Esslinger Hall.

Graduate Studies

Master of Science (M.S.), Master of Arts (M.A.), Doctor of Education (D.Ed.), and Doctor of Philosophy (Ph.D.) degrees in leisure studies and services are available through the College of Human Development and Performance. Information on University regulations governing graduate admission is in the Graduate School section of this catalog.

The master's degree programs prepare graduates for administrative, supervisory, consulting, and teaching positions in public, private, and other types of leisure service agencies. Students may choose to complete a thesis, master's project, or comprehensive examination.

The doctoral degree programs prepare students for top-level executive positions, research, and teaching at advanced undergraduate and graduate levels.

Admission

Students seeking admission to the graduate program should write to the department graduate coordinator.

A committee of graduate faculty members from the department reviews all applications for graduate admission. Graduation from an accredited college or university and a total cumulative undergraduate grade point average (GPA) of 2.75 or higher is required. Master's degree applicants must score at least 35 on the Miller Analogies Test (MAT) or 470 on the Verbal portion of the Graduate Record Examination (GRE). Students must also submit three letters of recommendation completed on appropriate forms.

A doctoral program applicant should have a master's degree, a 3.50 GPA, and at least two years' professional full-time work experience in recreation or leisure services. Minimum acceptable scores for doctoral candidates are 50 on the MAT or 520 on the Verbal portion of the GRE.

Master's Degree Programs

Degree Requirements. M.S. or M.A. 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: Leisure in Society, Leading and Programming Leisure Services, and three additional undergraduate courses approved by their advisers.

The master's degree requires a minimum of 45 graduate credits, of which 30 must be earned in residence and up to 15 may be transferred from other colleges and universities upon approval by the Graduate School.

At least 30 of the 45 credits for the degree must be in courses offered by the Department of Leisure Studies and Services, and at least 9 must be in courses offered by other departments. The courses selected must comprise concentrations that strengthen the student's major areas of interest.

Graduate Core Courses. The following core of 9 credits is required for all graduate degree candidates: Philosophical Foundations of Leisure (LSS 511), Measurement in Leisure Services (LSS 540), Research Methods in Health and Leisure (HDEV 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 and the thesis, project, or final examination.

Doctoral Programs

Degree Requirements. D.Ed. and Ph.D. degrees are granted primarily for attainment and proven ability. The specific number of credits 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 credits (including the 45 credits for the master's degree), because of the nature of the degree requirements.

A doctoral student should attain greater depth of knowledge in the selected area of specialization than a master's degree student. A minimum of 30 credits 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 are essential to the doctoral program. Four or five courses in statistics and research methods are usually required.

Each doctoral student must present evidence of successful college teaching at the University or elsewhere. Three of the following five courses 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.

21 credits are required in a supporting area in a related discipline such as sociology, political science, landscape architecture, or education.

12 credits in computer science courses, 9 credits 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. The student is expected to exhibit knowledge and communication skills equivalent to a high-quality master's degree graduate. Any weaknesses are generally strengthened through subsequent course work.

The written doctoral comprehensive examination is taken after completion of substantially all 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 each graduate student:

1. Recreation and park administration focuses on competence needed for executive positions in recreation and park systems.
2. Recreation program supervision and administration emphasizes the development and administration of programs in local government, volunteer agencies, industry, hospitals, arts organizations, and other settings.
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 programs in school education, resident and day camps, and naturalist interpretation.
5. Therapeutic recreation is directed toward the development and administration of programs for people who are ill or handicapped and for other special groups.

Graduate Assistants and Trainees

A few teaching and administrative assistantships are available, primarily to full-time students who have completed several years of teaching or other full-time professional field experiences. Stipends include a salary for nine months plus reduced tuition. Applications may be obtained from the graduate coordinator, Department of Leisure Studies and Services.

A list of local employment opportunities is available in the department office. Application for positions should be made after the student has established local residence.

Courses in Leisure Studies and Services (LSS)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

150 Leisure in Society (3) Concepts of community recreation; scope of recreation in American life; the role of recreation, parks, and sports in human experience and in the structure of community living.

199 Special Studies (1-3)

200 SEARCH (1-3)

251 Professional Foundations of Recreation (3) Introduction to the basic historical and philosophical foundations of leisure and recreation.

252 Recreation Activity Leadership (3) Not offered 1984-85.

290 Camp Counseling (3) Orientation to youth in camps; values and objectives of organized camps; understanding campers, camp programs, and staff responsibilities.

Upper-Division Courses

HDEV 344 Administration of Aquatic Programs (3) See description under Human Development and Performance.

353 Leisure and Special Groups (3) Not offered 1984-85.

370 Organization and Administration of Recreation (3) Administration of public recreation and park services provided by municipal, district, county, state, and federal departments; legal provisions; organization; finance; public relations.

371 Human Relations in Supervision of Personnel (3) Supervision of personnel in public recreation and park services provided by municipal, district, county, state, and federal recreation and park departments.

390 Introduction to Leisure and Natural Resources (3) Not offered 1984-85.

391 Camp Administration (3) Selected organizational and administrative aspects of organized camping: site development, personnel, health, safety, sanitation, programs, finance, and public relations. Emphasis on national standards and local regulations. Not offered every year.

HDEV 392 Principles of Outdoor Leadership (3) See description under Human Development and Performance.

394 Community Youth Services I (3) Critical analysis of national youth-serving organizations as they relate to the characteristics and normal needs of the youth they serve. Not offered every year.

395 Volunteer Management (3) In-depth investigation of administrative and leadership considerations in service organizations. Includes direct contact with leaders of and participation in local service organizations. Not offered every year.

396 Recreation Programs (3) Not offered 1984-85.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (Arr) Prereq: department head's approval.

406 Special Problems (Arr) Topics include Youth Programs, Environmental Programs, Cultural Arts, Camp Programs, School-Community Programs, and Special Populations.

407 (G) Seminar (3)

408 (G) Workshop (Arr)

409 Practicum (Arr) Current topics include Outdoor Education, Recreation Programs, Therapeutic Recreation, and Youth Agencies.

410 Experimental Course (Arr) Current topics are Leading and Programming Leisure Services, Leisure Behavior, Leisure: Organizations and Agencies, Leisure: People and Places, and Marketing Leisure Services.

415 Supervised Field Study (3-15) Prereq: completion of core requirements, practicum, three courses in area of concentration, the introduction to field study seminar, and instructor's consent.

HDEV 437 (M) Volunteerism (3) See description under Human Development and Performance.

444 Basic Issues (3) Identification, exploration, and assessment of basic issues and challenges facing parks, recreation, and leisure services professionals.

445 Budget and Finance (3) Old and new types and sources of funds for the operation and capital financing of park, recreation, and leisure services. Budget and accounting procedures, municipal recreation services.

446 Evaluation of Leisure Services (3) Methods, techniques, and application of evaluation in recreation and park service functions: clientele, programs, personnel, facilities, and organization.

451 Private and Commercial Recreation (3) Current status and future prospects of private and commercial recreation enterprises; entry opportunities, operational and financial management, and market orientation. Prereq: Phase II.

452 Leisure and Tourism (3) Travel and tourism as an area of study. Local, regional, and national tourism; tourist behavior and the social, environmental, and economic impact of tourism. Prereq: Phase II.

461 (G) Introduction to Therapeutic Recreation (3) Historical, philosophical, and professional foundations of therapeutic recreation service delivery and special groups. Therapeutic recreation continuum of service; orientation to the nature and etiology of disabling conditions; therapeutic recreation services and settings, both clinical and community. Prereq: Phase II.

462 (G) Therapeutic Recreation Processes (3) Emphasis on clinical settings. Review of a systematic program design process. Assessment, activity analysis, measurable objectives, adaptive devices and techniques, facilitation strategies, and program content and evaluation. Prereq: LSS 461.

463 (G) Mainstreaming and Integration in Leisure Services (3) Emphasis on community settings. 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. Prereq: LSS 461.

HDEV 467 (G) Social Dimensions of Leisure and Retirement (3) See description under Human Development and Performance.

HDEV 468 (G) Organization of Senior Leisure Services (3) See description under Human Development and Performance.

490 (G) Principles of Outdoor Education (3) Development of outdoor education and school camping; theories, practices, educational significance; organization, administration, and methodology.

492 (G) Recreation and Natural Resources (3) Administration of natural resources at the national, state, local, and private levels. Emphasis on understanding how outdoor recreation affects and is affected by the resources, management philosophy, and policies of the agencies.

493 (G) Environmental Interpretation (3) Methods and materials for interpreting natural resources to the general public. Designed for students in park planning, outdoor recreation, and resource management.

496 Recreation Areas and Facilities (3) The planning, construction, and operation of recreation areas, facilities, and buildings. Not offered every year.

497 (G) Urban Park Management (3) Planning, execution, and supervision of park operations and maintenance including turf management, tree programs, landscaping, construction procedures, maintenance scheduling, and personnel practices. Not offered every year.

499 (G) School and Community Recreation Programs (3) Principles of program planning for school and community in relation to sex, age, and individual interests, needs, and abilities. Community educational processes and the role of community schools.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr) Prereq: department head's approval.

506 Special Problems (Arr) Master's Project is a current topic. Prereq: department head's approval.

507 Seminar (3) Recent topics are Issues in Therapeutic Recreation, Program Implementation, Sociopsychological Dimensions of Leisure, Therapeutic Recreation Curriculum, and Youth and Leisure.

508 Workshop (Arr)

509 Practicum (1-12)

510 Experimental course (Arr) Current topics include Continuing Education in Therapeutic Recreation; Leisure Education and Counseling; Management of Leisure Services; Private and Commercial Leisure Services; Program Design and Evaluation in Therapeutic Recreation; and Tourism.

511 Philosophical Foundations of Leisure (3) Historical theories of play and leisure. Analysis of fundamental philosophical concepts related to principles and practices of conducting leisure programs. Critical overview of current literature on the challenges of leisure. Ford.

515 Historical Concepts of the Leisure Profession (3) Key historical events, figures, and factors that have provided a basis for the development of the organized park and recreation movement in the United States.

HDEV 521 Research Methods in Health and Recreation (3) See description under Human Development and Performance.

530 Advanced Recreation Program Concepts (3) 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.

540 Measurement in Leisure Services (3) 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. Graphic and table presentations; calculator and computer data processing.

545 Studies and Surveys of Leisure (3) Analysis from a philosophical, historical, survey, or experimental perspective of current research related to the leisure phenomenon.

552 Problems of Recreation Supervision (3) The purpose of supervision; principles and techniques of supervision in a modern program of recreation; staff relationships; departmental organization; policies, regulations, problems.

553 Administration of Recreation (3) Organization and administration of park and recreation programs in districts, communities, and municipalities; legal aspects, source of funds, types of programs.

554 Problems of Camp Management (3) Analysis of problems under various types of camp sponsorship; principles, techniques, resources, administrative practices; principles and problems of leadership and group behavior. Not offered every year.



Physical Education and Human Movement Studies

186 Esslinger Hall

Telephone 686-4105 or -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, Service Physical Education. B.S., 1956, Western Illinois; M.A., 1960, Colorado State.

James Blanchard, M.S., Instructor (wilderness pursuits). B.S., 1967, M.S., 1979, 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.

Cathy M. Buell, M.Ed., Instructor (elementary teacher preparation). B.A., 1971, Michigan; M.Ed., 1974, Ohio.

Michael J. Ellis, Ph.D., Professor (research, play). D.L.C., 1959, Loughborough; M.S., 1965, Ph.D., 1968, Illinois.

Elizabeth G. Glover, Ed.D., Assistant Professor (aquatics, exceptional child). B.S., 1959, Tufts; M.S., 1963, Ed.D., 1974, North Carolina, Greensboro.

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.

Lani Loken-Dahle, M.A., Instructor (gymnastics). B.S., 1971, Michigan; M.A., 1973, Arizona State.

Corlee Munson, Ph.D., Associate Professor (professional physical education); Head, Undergraduate Teacher Education. B.A., 1948, Northern Colorado; M.S., 1956, Washington; Ph.D., 1966, Iowa.

Louis R. Osterning, Ph.D., Professor (sports medicine, exceptional child); Head, Undergraduate Exercise Science. B.S., 1965, M.S., 1967, California State, Hayward; Ph.D., 1971, Oregon.

Edward R. Reuter, Ph.D., Associate Professor (professional preparation). B.S., 1948, Washington State; M.S., 1949, Ph.D., 1957, Illinois.

Karla S. Rice, M.A., Senior Instructor (recreational programs); Head, Recreation and Intramural Sports. B.S., 1962, Central Michigan; M.A., 1965, Michigan State.

Norval J. Ritchey, M.S., Professor (administration); Assistant Dean, Human Development and Performance. 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.

Richard N. Robertson, M.H.K., Assistant Professor (anatomy, kinesiology). B.P.E., 1975, Ottawa; M.H.K., 1979, Windsor.

J. Douglas Seelbach, Ph.D., Assistant Professor (fitness management). B.A., 1975, Indiana; M.S., 1980, Ph.D., 1982, Pennsylvania.

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.

Richard K. Troxel, M.S., Instructor (sports medicine, athletic training). B.S., 1975, M.S., 1977, Oregon.

Celeste Ulrich, Ph.D., Professor (significance, meaning, and behavioral bases of physical education); Dean, Human Development and Performance. B.S., 1946, M.A., 1947, North Carolina; Ph.D., 1956, Southern California.

Donald P. Van Rossen, Ph.D., Associate Professor (sports psychology). B.S., 1953, M.Ed., 1954, Ph.D., 1968, Illinois.

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, 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.

Adjunct

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 P. Roy, M.B., Adjunct Associate Professor (sports medicine research). M.B., 1967, University Capetown Medical School.

Emeriti

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.

H. Harrison Clarke, Ed.D., Professor Emeritus (research). B.S., 1925, Springfield; M.S., 1931, Ed.D., 1940, Syracuse.

Ernesto R. Knollin, M.A., Professor Emeritus (professional preparation). B.A., 1914, M.A., 1929, Stanford.

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.

Jessie L. Puckett, M.S., Professor Emerita (professional preparation). B.S., 1931, M.S., 1937, Oregon.

William P. Rhoda, D.Ed., Professor Emeritus (administration). B.S. 1939, Pennsylvania; M.S., 1947, D.Ed., 1951, Oregon.

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.

Vernon S. Sprague, Ph.D., Professor Emeritus (professional preparation). B.S., 1937, Oregon; M.A., 1942, Ph.D., 1951, Michigan.

Physical education is concerned both with understanding the role of movement in the lives of humans and with using that understanding to improve the quality of human life. The programs of the Department of Physical Education and Human Movement Studies express both interests.

The Division of Recreation and Intramural Sports and the Division of Service Physical Education deliver physical education services to members of the University and surrounding communities. The first is aimed at improving the informal life of the University and the community with recreational and competitive activities. The second offers an extensive variety of learning activities for credit and noncredit experiences as an integral part of every individual's liberal preparation for life.

The department also offers carefully structured undergraduate programs leading to the Bachelor of Science (B.S.), Bachelor of Arts (B.A.), or Bachelor of Physical Education (B.P.E.) degrees. Students can prepare for

careers in coaching, dance, fitness management, teaching, a combination of these or related professional careers.

Through the department's large and prestigious graduate program, new knowledge is added to the physical education and human movement fields. Students prepare for careers in research on human movement phenomena or in advanced teaching, coaching, athletic training, or administration.

Opportunities and services are also available to people with special educational needs.

Facilities. The University's buildings and playing fields devoted to physical education occupy a 42-acre tract at the southeast corner of the campus. Esslinger Hall provides gymnasiums and court facilities, offices, classrooms, study areas, and research laboratories. The main offices for graduate studies and for service physical education courses are in Esslinger Hall. The building also meets the instructional and recreational needs of the entire University population.

Gerlinger Hall houses classrooms, a dance studio, and an instructional and recreational gymnasium. The recreation and 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 undergraduate and graduate 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, is located across the Willamette River from the main campus.

Service Courses and SHAPE

Up to 12 credits in courses with a PE-___ prefix may be applied toward the baccalaureate degree.

Emphasis in all service courses 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. Several courses in the Outdoor Pursuits Program include three-day field sessions in addition to a few on-campus sessions.

SHAPE. Sport, Health, and Personal Excellence (SHAPE) is a noncredit activity program offered through the Department of Physical Education

and Human Movement Studies. 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.

Sports Medicine and Fitness Assessment.

The Sports Medicine and Fitness Research Laboratory provides clinical athletic training and injury management services. It also provides fitness assessment and consulting services for additional fees.

Fees. The payment of special fees entitles students and others to the use of gymnasiums, pools, showers, activity uniforms and towels, and laundry service, whether or not they are registered for physical education courses. Students are urged to make full use of the gymnasium facilities for exercise and recreation.

Recreation and Intramurals

The Department of Physical Education and Human Movement Studies sponsors recreation and intramural programs for members of the University community. The purpose of these programs is to provide opportunities for students, staff, faculty, and their families to enjoy formal and informal recreation activities. The Division of Recreation and Intramural Sports provides competition and recreational activities in an atmosphere of relaxation and enjoyment.

Opportunities for sports participation include all-campus tournaments, intramurals, and special events. Some of the most popular events are badminton, basketball, bowling, cross-country, flag football, fun runs, golf, handball, racquetball, softball, soccer, swimming, tennis, track and field, volleyball, and wrestling.

Open Recreation. Departmental facilities and equipment are available for open recreation when not scheduled for class use. These include the gymnasiums, courts, pools, and weight center in Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available.

Rentals, reservations, and inquiries should be directed to the recreation and intramurals office, 103 Gerlinger Hall; telephone 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 grade point average (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. Students seeking B.A. degrees must satisfy 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 in physical education requires that students complete 36 credits 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 departmental 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 as well as those seeking admission to professional schools to study physical therapy, occupational therapy, medicine, or podiatry, or to be a physician's assistant.

The following courses are required for all majors in physical education:

Theory	45 credits
General biology: molecular, cell, animal or one year of college chemistry	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 Motor Changes During the Stages of Life (PEP 343)	5
Kinesiology (PEP 372)	3
Practicum (PEP 409)	2
Physiology of Exercise (PEP 473)	3

Activity	16 credits
Professional Activities (PEP 194)	2
Professional Activities: Gymnastics (PEP 194)	2
Professional Activities: Aquatics (PEP 294)	2
Professional Activities: Dance Survey (PEP 294)	2
Professional Activities: Conditioning (PEP 394)	2
PEP team course	2
PEP individual or dual course	2
PE-O Wilderness Ethics and Safety	1
PE-O 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 Teacher Certification in Physical Education. Two programs prepare majors to teach physical education. The first provides preparation for teaching physical education at the secondary school level. The following courses must be completed in addition to the required theory and activity core:

Secondary Education Courses	31 credits
Strategies and Techniques of Teaching Physical Education I, II (PEP 341, 342)	8
Care and Prevention of Injuries (PEP 371)	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 provides preparation for teaching physical education at any grade level from kindergarten through high school (K-12). Students in this program take three elementary education courses in addition to the above.

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. All students must be advanced to full major status two terms before doing student teaching.

Certification for Teaching Physical Education. The department offers opportunities for both majors and nonmajors to meet the Teacher Standards and Practices Commission (TSPC) certification requirements.

The TSPC requires (1) satisfaction of certain minimum standards of subject preparation and professional education courses and (2) the recommendation by the institution at which the student completes the subject preparation. The student who wants to be recommended for basic certification should consult designated departmental advisers.

Students transferring from other institutions who want to enroll in a fifth-year program leading to a standard certificate in physical education must meet University of Oregon requirements for a basic certificate in this field before final acceptance into the program. Students should plan to complete at least half of their fifth-year program in the Department of Physical Education and Human Movement Studies at the University.

Division of Exercise Science

The Division of Exercise Science offers a number of single-discipline and interdisciplinary programs designed to provide academic and technical preparation in several fields within the broad range of physical education.

Note: 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.

Required Courses 48-54 credits

Chemistry	12
Three 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
Introductory Nutrition (HEP 252) or Nutrition in Health and Disease (HEP 553—with adviser's consent)	3
Experimental Course: Stress Management (HDEV 410)	3
Health Aspects of Aging (HDEV 471)	3
Private and Commercial Recreation (LSS 451)	3
Practicum: Fitness Management (PEP 409)	3-9
Experimental Course: Physical Fitness Appraisal (PEP 410)	3
Experimental Course: Exercise Prescription (PEP 410)	3
Experimental Course: Corporate Fitness Administration (PEP 410)	3

C.P.R. Certification. Select 9 credits from the following 3-credit courses:

Care and Prevention of Injuries (PEP 371)	
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 Techniques of Relaxation (PEP 524)	
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 two-year program 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. A descriptive pamphlet entitled "Undergraduate Placement Toward the Graduate Athletic Training Program" is available from the Division of Graduate Physical Education.

Required Courses 41 credits

Two courses chosen from Introduction to Psychology (PSY 201), Personality (PSY 214), Developmental Psychology (PSY 215), Social Psychology (PSY 216)	8
Personal Health (HES 250) and Introductory Nutrition (HEP 252)	6

or

First Aid (HES 260) and Nutrition in Health and Disease (HEP 553)	6
Care and Prevention of Injuries (PEP 371)	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 (PEP 407)	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 adapted physical education core.

Required Courses 27-36 credits

6-9 credits chosen from the following:	
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

6-9 credits chosen from the following:	
Introduction to Therapeutic Recreation (LSS 461)	3
Therapeutic Recreation Processes (LSS 462)	3
Mainstreaming and Integration in Leisure Services (LSS 463)	3
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

* May be taken only during the senior year and in addition to the 186 minimum credits required for the baccalaureate degree.

Prephysical Therapy

Admission requirements in standard schools of physical therapy, which are usually operated in conjunction with medical schools, strongly emphasize foundation work in the basic sciences. The science courses in the basic curriculum in physical education provide excellent preparation for physical therapy training.

Required Courses 48 credits

*General Chemistry (CH 104, 105, 106)	9
General Chemistry Laboratory I, II, III (Ch 107, 108, 109)	6
General Physics (PH 201, 202, 203)	12
Introductory Physics Laboratory (PH 204, 205, 206)	6
Care and Prevention of Injuries (PEP 371)	3
Practicum: Physical Therapy (PEP 409)	9
Physical Education for Exceptional Students (PEP 444)	3

*Organic chemistry or other specified courses may be required at some professional schools. See the Office of Academic Advising and Student Services for specific requirements.

Prepodiatry

This preparatory professional program is designed to help students, through curricular and clinical education, 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.

Required Courses 52-58 credits

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
Introductory Organic Laboratory (CH 337, 338)	4
General Physics (PH 201, 202, 203)	12
Introductory Physics Laboratory (PH 204, 205, 206)	6
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 their effects. 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 biomechanics, leading to the design of environments to enhance productivity and reduce risk or accidents.

Required Courses 55-61 credits

Concepts of Computing (CIS 121), Introduction to Computer Science I, II (CIS 201, 203)	12
College Algebra (MTH 101)	4
Elementary Functions (MTH 102)	4
Concepts of Statistics (MTH 156)	3
General Physics (PH 201, 202, 203)	12
Introductory Physics Laboratory (PH 204, 205, 206)	6
*Biomechanics (PEP 580, 581, 582)	9
Reading and Conference (PEP 405), Special Studies (PEP 406), Practicum (PEP 409)	3-9

* May be taken only during the senior year and in addition to the 186 minimum credits required for the baccalaureate degree.

Physiology of Exercise

Physiology of exercise is the study of human functions under stress of muscular activity and the adjustment and regulatory activities of the body systems during exercise. A foundation of academic and practical skills is developed to provide the basis for graduate study in physiology of exercise.

Required Courses	55-61 credits
College Algebra (MTH 101)	4
General Chemistry (CH 104, 105, 106)	12
Organic Chemistry (CH 331, 332, 333)	12
Biochemistry (CH 461, 462, 463)	9
Reading and Conference (PEP 405), Special Problems (PEP 406), Practicum (PEP 409)	3-9
*Laboratory Techniques in Stress Physiology (PEP 574)	3
*Applied Physiology (PEP 576, 577)	6
*Advanced Physiology of Exercise (PEP 578)	3

* May be taken only during the senior year and in addition to the 186 minimum credits 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.

Required Courses	39-77 credits
*4-16 credits chosen from the following: Concepts of Computing (CIS 121), Introduction to Numerical Computation (CIS 133)	4
Introduction to Computer Science, I, II (CIS 201, 203)	8
15-27 credits chosen from the following: Sensation and Perception (PSY 211)	4
Introduction to Physiological Psychology (PSY 213)	4
Research Methods in Psychology (PSY 303)	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
12-16 credits chosen from Survey of General, Organic, and Biochemistry (CH 101, 102, 103) or Organic Chemistry (CH 331, 332, 333)	12
Introductory Organic Laboratory (CH 337, 338)	4
Reading and Conference (PEP 405), Special Studies (PEP 406), Practicum (PEP 409)	3-9
**Experimental Course: Neurological Mechanisms (PEP 510)	3
**Advanced Motor Skill Learning (PEP 534)	3
**Theory of Motor Control and Learning (PEP 535)	3

* Optional
** May be taken only during the senior year and in addition to the 186 minimum credits required for the baccalaureate degree.

Interdisciplinary Programs

Students wanting to combine a physical education major with a second major or second emphasis in business, journalism, or other academic discipline may use this procedure to develop an individual program under the guidance of a faculty committee.

Coaching Course Requirements	41-45 credits
Strategies and Techniques of Teaching Physical Education I (PEP 341)	4
Care and Prevention of Injuries (PEP 371)	3
Athletic Administration (PEP 450)	3
Behavioral Aspects of Sport (PEP 451)	3
Appropriate coaching professional activity laboratories, and/or physical education courses selected in consultation with an adviser	4-6
Practicum (two separate coaching experiences) (PEP 409)	4-6
Practicum: Coaching Internship (PEP 409)	5
Introduction to Accounting (ACTG 221) or Budget and Finance (LSS 445)	3
Experimental Course: Legal Aspects of Sport (PEP 510)	3
Introductory Nutrition (HEP 252)	3
First Aid (HEP 260)	3
Fundamentals of Public Speaking (RHCM 122) or Fundamentals of Interpersonal Communication (RHCM 124)	3

Social Psychology of Sport

Required Courses	46-73 credits
Introduction to Psychology (PSY 201)	4
Personality (PSY 214)	4
Developmental Psychology (PSY 215)	4
Social Psychology (PSY 216)	4
Introduction to Experimental Psychology Honors College (PSY 217)	4
One course selected from the following: Research Methods in Psychology (PSY 303), Psychology of Sex Differences (PSY 425), Social Psychology I (PSY 456), Child Socialization (PSY 478)	4
Introduction to Sociology (SOC 201)	3
Two courses selected from the following: Race, Class, and Ethnic Groups in America (SOC 212), Education and Society (SOC 214), Social Issues and Social Movements (SOC 215), Introduction to the Sociology of Women (SOC 216), American Society (SOC 301), Socialization and Society (SOC 314), Social Psychology of the Family (SOC 424), Social Self and Identity (SOC 429)	6
Fundamentals of Speech Communication (RHCM 121)	3
Fundamentals of Public Speaking (RHCM 122)	3
Fundamentals of Small-Group Communication (RHCM 123), Fundamentals of Interpersonal Communication (RHCM 124), Persuasion (RHCM 322), Group Communication (RHCM 323), Nonverbal Communication (RHCM 434), Interpersonal Communication (RHCM 436)	3
9-18 credits chosen from the following: Reading and Conference (PEP 405), Special Problems (PEP 406), Practicum (PEP 409)	3-9
*Social Psychology of Sport: Socialization (PEP 527), *Social Psychology of Sport: Motivation (PEP 528), *Social Psychology of Sport: Psychological Skills (PEP 529)	9

* May be taken only during the senior year and in addition to the 186 minimum credits required for the baccalaureate degree.

Coaching Minor

The coaching minor program prepares students for responsibilities involving coaching assignments in schools, communities, and public and private agencies. All courses in the program offered on a graded basis must be taken for grades. Students must earn a 2.50 GPA in all courses in the program. The coaching minor requires 27-31 credits, distributed as follows:

Coaching Minor Requirements	27-31 credits
First Aid (HEP 260)	3
Physical and Motor Changes during the Stages of Life (PEP 343)	5
Care and Prevention of Injuries (PEP 371) or Workshop: Athletic Training (PEP 408)	3
Professional Activities: Conditioning (PEP 394)	2
Two Practica (PEP 409)	4-6
Athletic Administration (PEP 450)	3
Behavioral Aspects of Sport (PEP 451)	3
Appropriate coaching, professional activity laboratories, and physical education courses (PEP or PE-) selected in consultation with adviser	4-6

Other Specializations

For areas of specialization described below, curricular requirements 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.

Outdoor Pursuits. This specialization provides a basic background for leading outdoor pursuit programs. 25 credits 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. Details about this specialization are listed in the 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 focuses on the art and science of human movement, with the skills and understanding 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 integral to the graduate program. Master's and doctoral degree programs as well as postdoctoral opportunities reflect a commitment to, and expertise in, the study of human behavior, development, and performance.

Master's Degree

Admission. A student seeking admission to the master's degree program should request an application from the head of the Division of Graduate Studies. The Department of Physical Education and Human Movement Studies

requires a minimum cumulative undergraduate GPA of 2.75 over the last 90 term credits, or 60 semester credits. A Graduate Record 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 graduate credits either with or without thesis. For both programs, candidates must complete the foundation area, consisting of courses in philosophy and issues of physical education and in statistical methods and research. In addition, nonthesis candidates complete two areas of concentration; thesis candidates complete Statistical Methods in Physical Education (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*
 12. Fitness and lifestyle management
- * Limited to students accepted into the graduate Athletic Training Program leading to NATA certification.

Elective credits as needed to meet the minimum 45 credits required for the degree may be taken in dance, school and community health, leisure studies and services, or other University disciplines.

Doctoral Degree

The University of Oregon has been designated by the Western Interstate Commission for Higher Education (WICHE) as the regional center for doctoral study in physical education. Prospective students from western states should inquire at the department office about their eligibility to receive tuition reduction.

Admission. A GRE score of 520 Verbal and 560 Quantitative, or a combined 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 credits 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 credits), advanced statistical design (9 credits), or research tools (9 credits)—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 a minimum of 30 credits in a primary area of specialization as well as a secondary area. The primary 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

As a secondary 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.

Service Courses in Physical Education (PE-)

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.

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Courses in Aquatics (PE-A)

Lower-Division Courses

101-199 Service Courses for Men and Women (Aquatics) (1) Emphasis on the learning of recreational, physical fitness, and safety skills for swimming and diving. 123: learning to swim, 199: special studies.

201-299 Service Courses for Men and Women (Aquatics) (1) Intermediate aquatics. 223: skill improvement, 224: swim conditioning, 225: springboard diving, 226: scuba conditioning.

Upper-Division Courses

301-399 Service Courses for Men and Women (Aquatics) (1) Advanced aquatics. 324: aqua dynamics, 325: master swim.

Courses in Combative Activities (PE-C)

Lower-Division Courses

101-199 Service Courses for Men and Women (Combative Activities) (1) Beginning forms, styles, and disciplines of self defense. Unique training programs for development of physical condition, stamina, and proper attitudes. 117: personal defense, 118: karate I, 119: judo I, 120: fencing I, 121: Bo karate, 199: special studies.

201-299 Service Courses for Men and Women (Combative Activities) (1) Intermediate combative activities. 218: karate II, 220: fencing II.

Upper-Division Courses

301-399 Service Courses for Men and Women (Combative Activities) (1) Advanced combative activities. 318: karate III.

Courses in Individual Fitness (PE-F)

Lower-Division Courses

101-199 Service Courses for Men and Women (Individual Fitness) (1) Beginning activities for reaching a specified level of fitness. 101: special physical education I, 103: kundalini yoga I, 104: aerobic fitness, 105: rhythmic aerobics, 106: conditioning, 107: jog-run, 108: weight training, 109: hatha yoga, 110: sports conditioning, 199: special studies.

201-299 Service Courses for Men and Women (Individual Fitness) (1) Intermediate activities. 203: Kundalini yoga II, 206: personal fitness, 207: 10-kilometer road running, 208: weight training II.

Upper-Division Courses

301-399 Service Courses for Men and Women (Individual Fitness) (1) Advanced activities. 306: fitness and stress management, 307: marathon training.

Courses in Gymnastic Activities (PE-G)

Lower-Division Courses

101-199 Service Courses for Men and Women (Gymnastic Activities) (1) Beginning courses in the performing arts of physical education. Development of strength, flexibility, coordination, rhythm, creativity, and self-confidence. 111: gymnastics I, 112: trampoline I, 113: circus arts, 114: tumbling, 115: sports acrobatics, 199: special studies.

201-299 Service Courses for Men and Women (Gymnastic Activities) (1) Intermediate gymnastics. 211: gymnastics II, 212: trampoline II, 214: power tumbling.

Upper-Division Courses

301-399 Service Courses for Men and Women (Gymnastic Activities) (1) Advanced courses. Not offered 1984-85.

Courses in Individual and Dual Sports (PE-I)

Lower-Division Courses

101-199 Service Courses for Men and Women (Individual and Dual Sports) (1) Beginning levels of highly skilled, self-challenging games and excellent leisure-time activities. 142: racquetball I, 143: tennis I, 144: badminton I, 146: table tennis I, 147: bowling I, 148: golf I, 199: special studies.

201-299 Service Courses for Men and Women (Individual and Dual Sports) (1) Intermediate games and activities. 242: racquetball improvement, 243: tennis II, 244: badminton II, 247: bowling II, 248: golf improvement.

Upper-Division Courses

301-399 Service Courses for Men and Women (Individual and Dual Sports) (1) Advanced games and activities. 342: racquetball III, 343: tennis III, 347: bowling III, 348: golf touring.

Courses in Outdoor Pursuits (PE-O)

Note: Horseback riding, downhill skiing, and other courses may be taught by contracted organizations. The University assumes no liability for these contracted activities.

Lower-Division Courses

101-199 Service Courses for Men and Women (Outdoor Pursuits) (1) A wide range of outdoor activities for beginners. 151: wilderness ethics and safety, 152: bicycle touring I, 153: backpacking preparation, 154: mountaineering preparation, 155: snow camping preparation, 156: ski touring prepara-

tion, 158: rock climbing I, 162: flatwater canoeing, 166: fly casting, 170: training for sky diving, 172: riding I, 173: jumping I, 175: skiing I, 199: special studies.

201-299 Service Courses for Men and Women (Outdoor Pursuits) (1) Intermediate levels. 253: backpacking I, 254: mountaineering I, 255: snow camping I, 256: ski touring I, 258: rock climbing II, 262: whitewater canoeing, 272: riding II, 273: jumping II, 275: skiing II.

Upper-Division Courses

301-399 Service Courses for Men and Women (Outdoor Pursuits) (1) Advanced levels. 353: backpacking II, 354: mountaineering II, 356: ski touring II, 357: ski touring advanced technique, 372: riding III, 375: skiing III.

Courses in Club Sports (PE-S)

Lower-Division Courses

101-199 Service Courses for Men and Women (Club Sports) (1) Not offered 1984-85.

201-299 Service Courses for Men and Women (Club Sports) (1) Not offered 1984-85.

Upper-Division Courses

301-399 Service Courses for Men and Women (Club Sports) (1) Not offered 1984-85.

Courses in Team Sports (PE-T)

Lower-Division Courses

101-199 Service Courses for Men and Women (Team Sports) (1) Team sports for beginners. 130: ultimate frisbee, 133: volleyball I, 137: soccer I, 139: softball I, 199: special studies.

201-299 Service Courses for Men and Women (Team Sports) (1) Intermediate levels. 232: basketball II, 233: volleyball II, 235: Aussie football, 237: soccer II, 239: softball II.

Upper-Division Courses

301-399 Service Courses for Men and Women (Team Sports) (1) Advanced levels. 332: basketball III, 333: volleyball III, 339: softball III.

Courses in Intercollegiate Athletics (PE-V)

Lower-Division Courses

101-199 Service Courses for Men and Women (Intercollegiate Athletics) (1) Not offered 1984-85.

201-299 Service Courses for Men and Women (Intercollegiate Athletics) (1) Not offered 1984-85.

Upper-Division Courses

301-399 Service Courses for Men and Women (Intercollegiate Athletics) (1) Advanced courses limited to participants in varsity intercollegiate athletics. 386: varsity cross-country—women's rules, 388: varsity volleyball—women's rules, 389: varsity football—men's rules, 390: varsity gymnastics—women's rules, 391: varsity swimming, 392: varsity wrestling—men's rules, 393: varsity basketball—men's rules, 394: varsity golf—men's rules, 395: varsity tennis—women's rules, 396: varsity track—women's rules, 397: varsity softball—women's rules.

Physical Education Professional Courses (PEP)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

194 Professional Activities (2R) For professional students. Basic skills and knowledge; fundamental movements; gymnastics; track and field.

199 Special Studies (Arr) Prereq: department head's approval.

200 SEARCH (1-3)

291 Lifesaving in Aquatic Programs (2) Basic skills of lifesaving in aquatic programs. Leads to American Red Cross certification in advanced lifesaving. Prereq: superior proficiency in swimming.

292 Swimming and Water-Safety Instruction (2) Analysis, methods of instruction, and evaluation at all age levels. Leads to American Red Cross certification in water-safety instruction. Prereq: PEP 291 or previous water safety instructor certification.

294 Professional Activities (2R) For professional students. Basic skills and knowledge; elementary aquatics; volleyball, basketball; dance survey.

Upper-Division Courses

321 Games and Sports Skills (2) 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.

322 Posture and Developmental Activities (2) 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.

323 Rhythms and Dance (2) 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.

331 Sociocultural Perspectives of Physical Activity (5) Individual and group social behavior in relation to physical activity patterns characteristic of social settings; historical and philosophical perspectives of physical activity.

332 Motor Learning (3) Introduction to motor learning with emphasis on current research and contemporary theories.

341 Strategies and Techniques of Teaching Physical Education I (4) The three processes of teaching: observation, provision of learning experiences which challenge motor competence, and evaluation of instruction. Prereq: PEP 332.

342 Strategies and Techniques of Teaching Physical Education II (4) Integration of cognitive and social considerations into the teaching cycle presented in PEP 341 to provide comprehensive grasp of how to teach physical education. Prereq: PEP 331, 341.

343 Physical and Motor Changes during the Stages of Life (5) Physical and motor skill factors basic to an understanding of physical activity during the life cycle. Prereq: junior standing or instructor's consent.

HDEV 344 Administration of Aquatic Programs (3) See description under Human Development and Performance.

371 Care and Prevention of Injuries (3) Bandaging, massage, and other mechanical aids for the prevention of injuries. Analysis of types of injuries; emergency procedures. Prereq: BI 391, 392.

372 Kinesiology (3) Basic mechanical principles as they relate to the study of anatomical structure and the analysis of motion. Prereq: BI 391, 392.

HDEV 392 Principles of Outdoor Leadership (3) See description under Human Development and Performance.

394 Professional Activities (2R) For professional students. Basic skills and knowledge, conditioning, wrestling, badminton, soccer, wilderness pursuits.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

403 Thesis (Arr)

405 Reading and Conference (Arr) Reading and assignments in connection with other courses for extra credit. Honors readings. Prereq: instructor's consent and department head's approval.

406 (G) Special Problems (Arr)

407 (G) Seminar (Arr)

408 (G) Workshop (Arr)

409 Practicum (Arr) Prereq: department head's or practicum coordinator's approval.

410 (G) Experimental Course (Arr) Current topics are Adult Physical Education and Activity, Aquatic Sports Coaching, Softball Coaching, Volleyball Coaching, and Wrestling Coaching.

HDEV 410 (G) Experimental Course (Arr)

424 (G) Administration of Elementary School Physical Education (3) 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. Prereq: PEP 321, 322, 323, or instructor's consent.

443 (M) Curriculum and Administration of Physical Education Programs (5) 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. Prereq: senior standing, PEP 331, 341, 342.

444 (G) Physical Education for the Exceptional Student (3) Common handicapping conditions, both structural and functional, found in school-age children. Limitations imposed by these conditions and responsibilities of the physical education teacher. Analysis of body mechanics, exercise limitations, program adaptation. Includes a one-hour leadership experience. Prereq: BI 391, 392.

446 (G) Tests and Measurements in Physical Education (3) Use of tests and measurements in physical education; evaluation of objectives, programs, and student achievement through measurement techniques. Prereq: junior standing.

450 Athletic Administration (3) The place of athletics in the educational setting; responsibilities for administration of an interscholastic athletic program. Program and policy development, health and safety factors, and public relations.

451 Behavioral Aspects of Sport (3) Relevant philosophy, growth and development, motor learning, and sport psychology issues confronting coaches of elementary-, high school-, and college-age athletes. Coaching as an art and a science. Effective instructional techniques and coaching principals based on scientific knowledge and practical experience.

465 Football Coaching (3) Systems of play, strategy, responsibilities of the coach, public relations. Prereq: junior standing.

466 Basketball Coaching (2) Coaching methods. Fundamentals of team play; comparison of systems, strategy, training, conditioning; selection of players for positions. Prereq: junior standing.

467 Baseball Coaching (2) Review of fundamentals with emphasis on methods of instruction. Problems and duties of the baseball coach including baseball strategy, baseball psychology, training, and conditioning. Prereq: junior standing.

468 Track Coaching (2) Principles of training; development of performance for each track event for men and women; selection of competitors for different events; conducting meets. Prereq: laboratory experience in PEP 194 and junior standing.

473 Physiology of Exercise (3) Physiological effects of muscular exercise, physical conditioning, and training; significance of these effects for health and for performance in activity programs. Prereq: BI 321, 322.

494 Professional Activities (2R) For professional students. Basic skills and knowledge, tennis, new and recreational games, golf, softball.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr) Study of selected problems in the field of physical education.

507 Seminar (Arr) 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.

507 Doctoral Seminar (1) Offered winter, spring.

508 Workshop (Arr)

509 Practicum (Arr)

510 Experimental Course (Arr) Current topics are Philosophy and Current Issues in Physical Education.

511 Philosophy of Physical Education (3)

Philosophic foundations underlying the principles and practices of physical education as a part of the total educational program in the Western world.

515, 516 History of Physical Education (3,3) History of physical education from its earliest development up to the 18th century, followed by consideration of the various physical education systems in Europe and their transfer and adaptation to the United States. Not offered every year.

518 Current Movements of Physical Education (3) Identification and exploration of current perspectives and practices, literature and research pertaining to contemporary issues and trends in physical education and allied areas.

520 Physical Fitness Programs (3) Programs to meet individual physical fitness and social needs through physical education activities; case-study techniques, developmental programs, development of social traits; administrative problems. Prereq: PEP 444, 446. Not offered every year.

521 Body Mechanics and Correctives (3) Common postural deviations; causes, basic principles underlying prescription of exercise for those conditions, organization of corrective physical education program in schools and colleges. Normal and atypical body mechanics in static and dynamic postures; the nature of prescriptive exercise. Development and evaluation of exercises for improvement or correction.

522 Orthopedics and Therapeutics (3) Handicapping conditions that are expressed orthopedically. Development and understanding of the anatomical involvement and influence of physical education activity on the specific handicap. How the growth of bone and physical stress influence the nature of orthopedic conditions. Prereq: BI 391, 392.

523 Individual and Adapted Physical Education (3) 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.

524 Techniques of Relaxation (3) The common causes of fatigue and neuromuscular hypertension; methods of combating them. Theories underlying techniques of relaxation; application of these techniques in daily living and in activities. Not offered every year.

527 Social Psychology of Sport: Socialization (3)

The emergence of sport psychology as a discipline and topics such as socialization, competition, modeling, feedback and reinforcement, personality, aggression, moral development, and self-concept.

528 Social Psychology of Sport: Motivation (3)

Motivation in individual and group behavior in sport and physical activity. Topics include participation motivation, intrinsic or extrinsic motivation, goal setting, positive mental attitude, achievement behavior, attribution theory, arousal and anxiety in sport, self-confidence, and group cohesion.

529 Social Psychology of Sport: Psychological Skills (3)

Psychological skills in sport and how sport psychologists, coaches, athletic trainers, and athletes can use these skills to enhance sport performance, cope with stress, and improve other aspects of their lives. Relaxation, cognitive restructuring, mental imagery, and goal setting.

531, 532 Sports Medicine (3,3) Various medical factors that 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. Not offered every year.

533 Motor Skill Learning (3) Identification and application of teaching modes; strategies to create the best atmosphere for acquisition of motor skills.

534 Advanced Motor Skill Learning (3) Identification of variables that influence both the acquisition and retention of motor skill performance.

535 Theory of Motor Control and Learning (3)

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.

536 Neurological Mechanisms Underlying Human Movement (3)

Vertebrate neurophysiology and its relationship to motor control. Prereq: BI 321, 322, 391, 392 or instructor's consent.

537 Sports Psychology (3) Analysis of psychological factors and principles affecting physical performance, behavior, and emotions in sports; differences among individuals and among teams.

540 Statistical Methods in Physical Education (3)

Elementary statistics applied to research, including central tendency, variability, normal probability curve, reliability, and correlation. Prereq: graduate standing.

541 Statistical Methods in Physical Education (3)

Advanced statistics applied to research, including variance analysis, covariance analysis, partial and multiple correlation, regression equations, chi-square, special correlational techniques, and nonparametric processes. Prereq: PEP 540.

544 Critique and Interpretation of Research (3)

Scientific principles applied to the conduct and examination of research in health, physical education, recreation, gerontology, and dance; application of research results to practical situations.

545 Experimental Design in Physical Education Research (4)

Techniques and procedures of laboratory research in physical education; construction of tests; technical laboratory tests and their use; design of experiments; application of advanced quantitative methods. Prereq: PEP 446, 540, 541.

550 Administration of Physical Education (3)

Administrative theory and concepts of organizational behavior and controversies as they apply to job satisfaction, productivity, absence, and turnover in physical education.

HDEV 551 Administration of Physical Education (3)

See description under Human Development and Performance.

552 Administration of Physical Education (3)

Tools and methods for administrative research. Application of research to resolution of critical administrative issues in physical education. Not offered 1984-85.

554 Administration of Athletics (3)

Historical development of athletics and their control. Place of athletics in education; purposes, administrative control, management, operational policies, care of equipment and facilities.

555 Intramural Organization and Management (3)

Nature and purposes of intramural programs; history of development. Departmental organization. Relation of program to physical education instruction. Administrative problems. Not offered 1985-86.

556 Administration of Building and Facilities (3)

Building layout and equipment; relation of various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and portable equipment.

557 Supervision of Physical Education (3)

Purposes and functions of supervision in physical education including instruction, staff, and, in particular, student teachers. Not offered 1984-85.

558 Curriculum Construction in Physical Education (3)

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. Not offered 1984-85.

559 Professional Preparation in Physical Education (3)

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. Not offered 1984-85.

561 Physical Growth and Development (3)

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. Not offered 1984-85.

562 Physical Growth and Development (3) Physical and sociopsychological development during the elementary school period in relation to motor performance. Emphasis on practical applications for movement education of elementary school children. Not offered 1984-85.

HDEV 563 Adult Development (3) See description under Human Development and Performance.

567 Motor Development (3) Study of the acquisition of motor skills.

571, 572, 573 Gross Anatomy (3,3,3)

Regional approach to human anatomy: extremities, trunk and abdomen, head and neck. Important to college teachers who give instruction in anatomy, kinesiology, and physiology of exercise. Application to body movement, sports medicine, and performance. Prereq: BI 391, 392 or equivalents.

574 Laboratory Techniques in Stress Physiology (3)

Fundamental laboratory techniques in human physiology and their significance as measures of health and general physical fitness. Prereq: instructor's consent.

576, 577 Applied Physiology (3,3)

The physical and chemical mechanisms underlying the major functions of the body. Prereq: instructor's consent.

578 Advanced Physiology of Exercise (3)

Advanced analysis of the interaction of physical and chemical mechanisms underlying the major functions of the moving body. Prereq: instructor's consent.

580, 581, 582 Biomechanics (3,3,3)

The basic mechanisms of movement; application of mechanical principles 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.

Robert M. Hackman, Ph.D., Assistant Professor (social epidemiology, public health, women's health). B.S., 1974, 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.

Emeriti

Franklin B. Haar, Ph.D., Professor Emeritus (public health administration). B.P.E., 1928, Springfield; M.A., 1933, Ph.D., 1946, Pittsburgh.

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 Emerita of Home Economics (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 for health education teachers in elementary and secondary schools, community colleges, four-year colleges, and universities; school health coordinators for individual schools and school districts; school health nurses; health career teachers in public schools; state school health specialists; community health educators 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 Informa-

tion 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.

University Health Education Requirement

The University health education requirement may be met by taking one of the following courses:

- Special Studies (HES 199); see topics under HES course listings.
- Community Health (HES 211).
- Personal Health (HES 250).
- Elementary School Health Education (HEP 440); elementary education majors only.

Undergraduate Studies

Students 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. See the Independent Study Program in the Honors College section of this catalog.

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 who declares health education as a major. Assigned advisers are posted in the department office in 250 Esslinger Hall. Students are encouraged to seek academic advice on a regular basis. When the lower-division courses are completed, the student is eligible to apply to the department for major status by filing an application, includ-

ing 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.

Degree Requirements

Candidates for the baccalaureate degree with a major in school and community health must satisfy all general University requirements (see Baccalaureate Degree Requirements in the Registration and Academic Policies section of this catalog), 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 education, community health, or gerontology.

To qualify for any baccalaureate degree in the Department of School and Community Health, a student must have a minimum cumulative grade point average (GPA) of 2.50.

The department requires that degree candidates complete all school and community health major courses with grades of C or better.

Freshman and Sophomore Years. Students usually complete 15 to 17 credits per term and, in conference with an adviser, choose courses from the requirements in the accompanying list of core requirements.

Junior and Senior Years. The curriculum is designed to provide 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 the Department of School and Community Health complete all of the core courses (101 credits).

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	186 credits
Core	101
Option	52
Electives	33
Community Health	186 credits
Core	101
Option	52
Electives	33
Gerontology	186 credits
Core	101
Option	36
Electives	49

Comprehensive Options

1. Core + School + Community =
101 + 52 + 46 = 199
2. Core + Community + Gerontology =
101 + 52 + 46 = 199
3. Core + School + Gerontology =
101 + 52 + 36 = 189

Core Courses 101 credits

Lower Division	
Personal Health (HES 250)	3
Personal Health and Human Sexuality (HEP 251)	3
*Introductory Nutrition (HEP 252)	3
*Introduction to Health Education Professions (HEP 253)	3
First Aid (HEP 260)	3
*English Composition (Wr 121 and 122, 123, or 343)	3
Arts and Letters (three courses: RHCM 122, RHCM 124, elective)	9
Social Sciences (one cluster in psychology or sociology)	9
Chemistry (elementary or general)	12
Biology (one 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

*Must be taken prior to student teaching.

School Health

The Department of School and Community Health offers two programs to prepare students to teach health education in Oregon public schools. One is for health education teachers at any grade level, kindergarten through twelfth grade, the other for those at 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.

The following courses are required for a basic teaching certificate in school health:

Basic Certificate Courses 52 credits	
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 (ELED 415 or SEED 417)	15
Accident Prevention and Safety Programs (HEP 361)	3
*Health Instruction (HEP 441)	4
*Seminar: Health Instruction Laboratory (HEP 407; corequisite with HEP 441)	1
Social Health (HEP 451)	3
*Educational Media (CI 435)	3
Experimental Course: Microcomputers in Education (CIS 410)	1
*Social Foundations of Teaching (EDPM 327) or Education in Anthropological Perspectives (CI 471) or History of American Education (EDPM 441) or Modern Philosophy of Education (CI 445)	3

*Must be taken prior to student teaching.

Note: The following requirements are prerequisites for student teaching.

1. Core and Basic Certificate Courses, listed above, that are marked with an asterisk.
2. Minimum 2.50 cumulative GPA.
3. All admission requirements (including reading, writing, mathematics, and antidiscrimination examinations) for the Secondary Teacher Education Program (see that section of this catalog under Education).

Standard Teaching Certificate in Health Education.

The standard teaching certificate in health education is primarily an upper-division or graduate course of study designed to expand the teaching competence developed in preprofessional teacher preparation programs. A minimum of 12 credits of course work must be selected from the graduate offerings (including HEP 543, Advanced Health Instruction) of the Department of School and Community Health. Courses should be selected from those designed to further teaching competence. The remaining course work required for a standard teaching certificate in 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 inquire at the Office of Field Experience Programs, College of Education.

Basic Teaching Certificate in Combination with Health Education (K-12). See the description of the minor in school health, below.

Standard Teaching Certificate in Combination with Health Education. 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 credits 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 the preceding 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 above, every community health major must take the following courses:

Community Health Courses	52 credits
Special Problems: Epidemiology (HEP 406)	3
Strategies for Change in Community Health Education (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
Any three upper-division courses in anthropology, psychology, or sociology (see adviser for recommended courses)	9
Health Instruction (HEP 441) or Group Communication (RHCM 323)	3
Expository Writing (WR 216) or Scientific and Technical Writing (WR 320) or Business Communications (WR 321)	3
The Mass Media and Society (J 224) or Journalistic Writing (J 250) or Introduction to the Electronic Mass Media (TCF 241) or Educational Media (CI 435)	3
Specialization: four of the following or four 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)	3
Introduction to Business Information Processing (CIS 131)	
Perspectives in Aging (GERO 380)	

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:

Gerontology Courses	36 credits
Perspectives in Aging (GERO 380)	3
Health Aspects of Aging (HDEV 471)	3
Psychological Aspects of Aging (GERO 382)	3
Sociological Aspects of Aging (GERO 483)	3
Experimental Course: Principles and Practices of Services for the Aging (GERO 410)	3
Elderly Human (GERO 410)	3
Practicum: Aging (GERO 409)	6
Prepracticum Theory-Practice Integration (GERO 411) and Concurrent Theory-Practice Integration (GERO 412)	2
Additional electives as prescribed by school and community health department	10

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 gerontology courses comes in the junior and senior years.

Minor Requirements

The Department of School and Community Health offers three minors—in health, school health, and community health—requiring 30-47 credits, distributed as follows:

Health Minor—nonteaching	30 credits
Personal Health and Human Sexuality (HEP 251)	3
Introductory Nutrition (HEP 252)	3
Introduction to Health Education Professions (HEP 253)	3
First Aid (HEP 260)	3
Pathophysiology (HEP 352)	3
Special Problems: Epidemiology (HEP 406G)	3
Drugs in Society (HEP 453)	3
Environmental Health Science (HEP 454)	3
Two other approved 400- or 500-level courses in nutrition	6
School Health Minor—for grades 5-12 teacher certification (basic combined norm)	47 credits
This minor is offered only in combination with a related norm area such as general science, physical education, or social science. Supervised teaching is required in both areas. Each student's program is subject to departmental approval.	
Personal Health (HES 250)	3
Introductory Nutrition (HEP 252)	3
Introduction to Health Education Professions (HEP 253) or equivalent	3
First Aid (HEP 260)	3
School and Community Mental Health (HEP 351)	3

Pathophysiology (HEP 352)	3
Community Health Problems (HEP 353) or Introduction to Public Health (HEP 371)	3
Accident Prevention and Safety Programs (HEP 361)	3
Seminar: Health Student Teaching (HEP 407)	1
Student Teaching: Secondary (Health Education) (SEED 417)	5
Health Instruction (HEP 441), 4 credits, and Seminar: Instructional Strategies (HEP 407), 1 credit, to be taken concurrently	5
School Health Issues (HEP 442)	3
Social Health (HEP 451)	3
Drugs in Society (HEP 453)	3
Consumer Health (HEP 455) or equivalent	3

Community Health Minor	33 credits
Personal Health and Human Sexuality (HEP 251)	3
Introductory Nutrition (HEP 252)	3
One other approved 400-level course in nutrition	3
Introduction to Health Education Professions (HEP 253)	3
Pathophysiology (HEP 352)	3
Community Health Problems (HEP 353)	3
Introduction to Public Health (HEP 371)	3
Special Problems: Principles of Epidemiology (HEP 406G)	3
Seminar: Health Care Systems (HEP 407G)	3
Environmental Health Science (HEP 454)	3
Strategies for Change in Community Health Education (HEP 472)	3

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 only to graduate students.

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 on entrance requirements of various 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.

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. Courses 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 credits; Driver Education (HEP 467), 4 credits; Psychophysical Testing Equipment in Driver Education (HEP 468), 3 credits; and Practicum (HEP 409) or Student Teaching (SEED 417), 3-9 credits.

The graduate area of concentration includes 21-30 credits in the following courses: Research (HEP 501), 3-6 credits; Thesis (HEP 503), 3-9 credits; Administration and Supervision of Safety Programs (HEP 560), 3 credits; Psychology of Accident Prevention (HEP 561), 3 credits; Administration and Supervision of Driver Education Programs (HEP 562), 3 credits; Problems in Traffic Safety (HEP 563), 3 credits; and Social Psychology I: Attitudes and Social Behavior (PSY 456), 3 credits.

Appropriate electives are also available in education and psychology and may be included in the option.

Basic Driver Education Combined Endorsement.

The Department of School and Community Health also offers a program to prepare driver education teachers for the public high schools. Those wanting to qualify for the driver education endorsement on their teaching certificates must also qualify for a teaching endorsement in a subject matter field. For specific additional information regarding departmental requirements for the driver education endorsement, students should consult the endorsement adviser for teacher education in the Department of School and Community Health.

Certification requires 13 credits, 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 in the Prehealth Sciences section of this catalog.

Medical Technology

See Preparatory Medical Technology in the Prehealth Sciences section 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 (GTFs) are available, with stipends ranging from approximately \$1,800 to \$4,000 for the academic year, September to June. Doctoral applicants are given first priority followed by master's applicants with teaching experience. April 1 is the application deadline for these fellowships.

Graduate students who are work-study certified can receive additional financial assistance.

Master's Degree Programs

The Department of School and Community Health offers five options for master's degrees: school health education, community health education, health education for health care practitioners, health services administration, and healthful lifestyle management.

If a student has no deficiencies, it is possible to complete the 45-credit 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, including 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, including 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 one each from the last academic adviser and the last, or current, employer.
4. A cumulative grade point average (GPA) of 2.75 or better 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
P.O. Box 3237
Eugene, Oregon 97403

Note: Admission requirements for a master's degree in health services administration are listed below under that section.

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 graduate credits at the University of Oregon.
3. Recommendation of the candidate's adviser and the school and community health faculty.

Graduation. Approval for graduation is contingent on the following:

1. A minimum of 45 to 60 graduate credits as outlined in the specific program plan. A minimum of 24 credits must be graded. A maximum of 15 graduate credits may be transferred from other accredited colleges or universities.
2. Completion of thesis, project, or comprehensive examinations with the appropriate recommendation from the 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 credits 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 credits 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 credits is required, distributed as follows:

Research Methods in Health and Leisure (HEP 521)	3
Fundamental Statistics in Health (HEP 531)	3

Three 500-level HEP school health courses 9
 Two 500-level HEP foundations courses 6
 500-level HEP safety course 3
 500-level HEP community health course . 3
 Elective in school and community health ... 3
 Electives outside the College of Human Development and Performance 9
 Additional electives 6

OPTIONS

(a) Administrative Option. Additional credits to be planned with an adviser from the Division of Educational Policy and Management, College of Education.

Practicum (EDPM 509) 2
 Secondary School Curriculum (CI 522) 3
 Advanced Educational Psychology I (EPSY 529) 4
 Seminar: Communication Skills (EDPM 507) 2
 Seminar: Personnel Evaluation (EDPM 507) 2
 Educational Program Research and Evaluation (EDPM 574) 2
 School-Community Relations (EDPM 578) ... 2
 Policy Development (EDPM 583) 3
 Community health practicum 12
 Culminating experience 0-9
 Electives to total a minimum of 60 credits . 9-18

(b) Traffic Safety. An additional 15 credits should provide background in the following:
 Driver Education (HEP 467) 4
 Psychology of Accident Prevention (HEP 561) 3
 Problems in Traffic Safety (HEP 563) 3
 Electives:
 Psychophysical Testing Equipment in Driver Education (HEP 468G) 3
 Administration and Supervision of Safety Programs (HEP 560) 3
 Administration and Supervision of Driver Education Programs (HEP 562) . 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 credits, including the following:

Community Health Education Core 15 credits
 Seminar: Community Health Education: Programs, Planning, and Evaluation (HEP 507) 3

Seminar: Instructional Methodology and Materials in Community Health Education (HEP 507) 3
 Seminar: Health Grantsmanship (HEP 507) 3
 Seminar: Community Organization for Health (HEP 507) 3
 Seminar: Interpersonal Processes and Community Health Education (HEP 507) ... 3

Students must complete this 15-credit core of five courses covering four broad areas of public health. The core requirements reflect a commitment that individuals holding graduate degrees in health sciences should possess, in addition to special competence in a selected concentration (e.g., health services administration, community health education), basic knowledge pertaining to the foundation areas of public health.

Public Health Core 15 credits

Environmental Health Science (HEP 454G) . 3
 Seminar: Principles of Epidemiology (HEP 507) 3
 Seminar: Medical Care Organization (HEP 507) 3
 Research Methods in Health and Leisure (HDEV 521) 3
 Fundamentals of Statistics in Health (HEP 531) 3

Reality-Based Experiences. Whenever possible, course work uses the case study and critical incident approaches. In addition, each student completes a structured, 12-credit practicum. This experience is arranged to suit individual needs and interests of students and affords the opportunity to implement, in actual work situations, the principles, techniques, and procedures learned in the classroom.

The supervised field experience provides an opportunity for the testing of hypotheses and the amplification of insights, understanding, and skills 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 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, which prepares students for roles in the allied health field, is designed to enhance job advancement opportunities. Each student's program is planned to develop individual objectives.

The prerequisites for this program are identical with those for the school health education option.

Program Requirements 45-63 credits

Research Methods in Health and Leisure (HEP 521) 3
 Fundamentals of Statistics in Health (HEP 531) 3
 Community health: a minimum of three courses selected on the basis of objectives, past course work, and experience 9
 Foundations: 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

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 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 group cohesion and student-faculty interaction.

The program seeks 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 under Admission, in the Graduate Studies section above, 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 the Verbal and Quantitative portions of the GRE, or 500 on the GMAT. Examinations must have been completed within five years of the date of application.
3. Students may transfer a maximum of 15 credits toward fulfillment of requirements for the program. Only graduate-credit courses completed with grades of B or better at an accredited college or university are accepted.

Curriculum. A minimum of 72 credits are required for an M.S. degree. It is possible to complete all course work in one year (four terms) plus one term of administrative residency. The program requires study in the following five areas in addition to residency and a final comprehensive examination.

Public Health	12-13 credits
Special Problems: Health Care System (HEP 406G)	3
Special Problems: Principles of Epidemiology (HEP 406G)	3
Environmental Health Science (HEP 454G)	3
Fundamentals of Statistics in Health (HEP 531)	3
or Introduction to Business Decisions (DSC 511)	4

Students in the program must complete a 12- to 13-credit 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 foundation areas of public health. The graduate thus communicates effectively with individuals from a multitude of health disciplines as well as with the lay public.

Reality-Based Experiences. The program embraces the principle of reality-based experiences. Whenever 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 apply the principles, techniques, and procedures learned in the classroom to actual work situations. The field training requirement may be waived or modified for students with appropriate work experience as administrators or managers in a health setting.

Health Services Administration	18 credits
Special Problems: Medical Care Organization and Management (HEP 406G)	3
Special Problems: Community and Organizational Health Planning (HEP 406G)	3
Special Problems: Legal and Ethical Aspects of Health Care (HEP 406G)	3
Special Problems: Federal Health Policies, Legislation, and Programs (HEP 406G)	3
Seminar: Financial Management of Health Care Institutions (HEP 507)	3
Health Economics (EC 439G)	3

Basic health administration-related courses are required 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.

Business and Public Management	15 credits
Accounting Concepts (ACTG 511)	3
Accounting in Administration (ACTG 512) ...	3
Human Resources Management (MGMT 534)	3
Organization and Management Theory (Mgmt 541)	3
Human Behavior in Public Organization (PPPM 544) or Advanced Public Management (PPPM 554)	3

Contemporary health organizations demand application of business and public management concepts. Required courses cover the areas of accounting, management concepts, and personnel.

Electives	15 credits
Minimum of five courses to be chosen from the following; alternate courses not listed below may be chosen with the approval of the student's adviser.	
Special Problems: Health Grantsmanship (HEP 406G)	
Research Methods in Health and Leisure (HDEV 521)	
Public Financial Administration (PPPM 450M)	
Public Personnel Administration (PPPM 460G)	
Public Finance Administration (PPPM 528)	
Public Budget Administration (PPPM 529)	
Introduction to Operations Analysis (DSC 512)	
Advanced Economic Theory (EC 475G)	
Financial Management (FINL 516)	
Marketing Management (MKTG 511)	
Collective Bargaining (MGMT 530)	
Organizational Decision Making (MGMT 542)	

These courses provide the basis for each student to develop a specialized area of competence.

Administrative Residency 12 credits

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.

Health and Fitness Management

This program is designed to train people for jobs in business, hospitals, and private health clubs. Unless the graduate from this program is hired into a large corporate program as a fitness expert, most will be involved in many of the programs identified. According to most contacts in the field the move in hiring is away from fitness specialists and toward health experts who can do more for the company. This is especially true in small and middle-sized companies, where many future jobs are projected. Many of these graduates will not have major gymnasium facilities to manage; they will be working out of make-shift facilities or be limited to suggesting fitness programs and leaving the actual participation up to individuals.

Prerequisites. A baccalaureate degree is required with fundamental course work in health science, physical education, natural sciences, social sciences, or business. In addition, each applicant must have:

1. One year of basic chemistry.
2. One course in exercise physiology.
3. At least one course in human anatomy.
4. At least one course in human physiology.

Procedures. Applicants must meet the following requirements:

1. A minimum undergraduate GPA of 2.75.
2. A GRE score of at least 470 on the Verbal portion, 500 on the Quantitative portion, or a combined score of 1000 with a minimum score of 450 on either portion.

Program Requirements 63-72 credits

Experimental Course: Healthful Lifestyle Management at the Worksite (HEP 510G)	3
Health Aspects of Aging (HDEV 471G)	3
Experimental Course: Stress Management (HEP 510G)	3
Research Methods in Health and Leisure (HDEV 521)	3
Fundamentals of Statistics in Health (HEP 531) or Statistical Methods in Physical Education (PEP 540)	3
Critique and Interpretation of Research (PEP 544)	3
Special Problems: Nutrition and Preventive Health Care (HEP 406G)	3
Psychology of Accident Prevention (HEP 561)	3
Experimental Course: Weight Control (HEP 410G)	3
Drugs in Society (HEP 453G)	3
Experimental Course: Physical Fitness Appraisal (PEP 410G)	3
Experimental Course: Exercise Prescription (PEP 410G)	3
Experimental Course: Corporate and Adult Fitness Programs (PEP 410G)	3
Applied Physiology (PEP 576, 577)	6
Advanced Physiology of Exercise (PEP 578)	3
Experimental Course: Organizational Behavior (MGMT 510)	3
Quality of Working Life (MGMT 531) or Human Resources Management (MGMT 534) or Motivation and Work Behavior (MGMT 537)	3
Speech Communication and the Group Process (RHCM 432G) or Interpersonal Communication (RHCM 436G)	3
Seminar: Budget and Finance (LSS 507) or Seminar: Financial Management (HEP 507)	3
Experimental Course: Exploring the Counseling Process (CPSY 410G) or Experimental Course: Counseling Techniques (CPSY 410G) or Behavior Change I: Interview Therapies (PSY 531) or Public Relations Planning and Administration (J 520) or Experimental Course: Social Psychology of Sport II: Motivation (PEP 528) or an additional management course from above	3
Practicum (HEP or PEP 509)	3-12

Note: All students are required to pass a comprehensive examination in their respective departments.

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. A minimum score of 50 on the MAT or 520 on the Verbal portion of the GRE. Examinations must have been completed within five years of the date of application.
2. At least two years of full-time, paid experience in the health area. Graduate teaching assistantships cannot be used to fulfill this requirement.
3. Evidence of a high level of academic achievement and a satisfactory background in general education. The quality and recency of previous academic work are considered in evaluating the candidate's transcript.

If the candidate meets departmental requirements, conditional admission 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.

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 letters of recommendation, including one each from 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.

All materials must be received at the following address before the graduate faculty can review the application for admission:

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 the highest degree earned, 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 soon as possible after enrolling in the college, preferably during the first term and definitely before completion of the third term in the program. The examination consists of two major parts:

OBJECTIVE SECTION. This section is used to evaluate the student's academic and professional background and to determine weaknesses in this background.

Students majoring in 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 ability to deal with professional problems. Students are required to answer at least two comprehensive questions, which are graded by a committee representing the graduate faculty.

Evaluation by Graduate Faculty. The graduate faculty of the College of Human Development and Performance considers the qualification of each student, individually, following the completion of the qualifying examination. Its recommendation may be to admit the candidate to the doctoral program, to postpone admittance, or to reject the applicant. Each student receives the written recommendation at the end of the term in which the examination is completed.

The result of the qualifying examination is considered in determining the student's program. If the student is admitted to the doctoral program, any deficiencies identified in the qualifying examination may be removed by enrolling in designated courses or by other means satisfactory to the adviser.

Course Prerequisites to Degree Candidacy.

A student who seeks a doctoral degree in the College of Human Development and Performance must have completed specified undergraduate courses or their equivalents. A student who has not completed these courses as an undergraduate must take them, or 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.

Doctoral Program. The doctoral program in school and community health can be completed in two years. The length of time may vary because of approved transfer credit, deficiencies, and other individual differences. The program is individually designed to meet the needs and future expectations of each candi-

date. Although no specific credit requirement has been established by the Graduate School, a program is generally designed around the following basic distribution of credits:

1. Area of Specialization (school and community health): a minimum of 30 credits including 15 at the University.
2. Supporting Area (Ph.D.): a minimum of 20 credits. Supporting areas might include a concentration of courses in gerontology, counseling, educational administration, business administration, public policy and management, physical education, recreation, dance, or computer science.
Supporting Area in Education (D.Ed.): a minimum of 30 credits.

Note: If an area other than education is selected, an additional 20-credit minimum in education is required.

3. Research and statistics: a minimum of 12 credits.
4. Thesis: a minimum of 27 credits.
5. Related electives: a minimum of 25 credits for the Ph.D., 15 for the D.Ed.

Course work completed for a master's degree may be credited to the program. Up to 9 credits may be earned for the master's thesis. If a thesis has not been completed, an in-lieu thesis must be presented and approved by the department prior to taking comprehensive examinations. Up to 9 credits may be applied to the dissertation component of the programs for this project.

Health Education Service Courses (HES)

Note: It is the department's policy that work taken Pass/No pass (P/N) must be C quality or better in order to receive credit for the course.

For the convenience of class scheduling for students, the school and community health department attempts to offer its courses on a three-year rotational basis at night during the academic year and also during summer session.

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3) Current topics are Consumer Health, Environmental Health, and Personal Nutrition and Health.

200 SEARCH (1-3)

211 Community Health (3) 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.

250 Personal Health (3) Personal health problems of university men and women, with emphasis on implications for family life, mental health, communicable diseases, degenerative diseases, nutrition.

Upper-Division Courses

400 SEARCH (1-3)

Health Education Professional Courses (HEP)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

251 Personal Health and Human Sexuality (3)

Introductory survey of sexuality; sexual anatomy, sexual psychophysiology, hormones and sexuality, intercourse- and nonintercourse-related behavior, 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.

252 Introductory Nutrition (3)

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.

253 Introduction to Health Education Professions (3)

Introduction to school and public health education for majors and potential majors. Includes field experience.

260 First Aid (3) Immediate and temporary care for a wide variety of injuries and sudden illnesses; control of bleeding, respiratory emergencies, burns, poisoning, shock, and proper methods of transportation, splinting and bandaging. Successful completion of course leads to Red Cross Standard First Aid and Personal Safety or Advanced First Aid and Emergency Care Certificates.

Upper-Division Courses

351 School and Community Mental Health (3)

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. Prereq: HES 250. Smith.

352 Pathophysiology (3) Nature, prevention, and control of common communicable and noncommunicable diseases. Prereq: biology and chemistry or general chemistry. Gordon.

353 Community Health Problems (3) Focuses on contemporary community health problems and issues in relation to quality of care and delivery of health service. Prereq: HES 250. Namekawa.

361 Accident Prevention and Safety Programs (3) Analysis of accident cause and prevention; epidemiology; principles and instruction of accident loss reduction; problems and psychology of accident behavior and prevention. Smith.

371 Introduction to Public Health (3) Functions and organization of public and voluntary health agencies and programs at the national, state, and local level. Prereq: HES 250. Hibbard.

372 Introduction to Public Health (3)

373 Public Health Data Management (3) Not offered every year.

Note: Courses designated (M) or (G) may be taken for graduate credit.

405 Reading and Conference (Arr)

406 (G) Special Problems (Arr) Current topics are Economics of Health Care, Mental Health and Aging, Principles of Epidemiology, and Psychoactive Drugs.

407 (G) Seminar (Arr) Current topics are Applied Health Professions in Contemporary Society and Health Instruction Laboratory.

408 (G) Workshop (Arr) Nutrition and Preventive Health Care is a current topic.

409 Practicum (Arr) College and health-related service agencies. Advance registration required.

410 (G) Experimental Course (Arr) Vitamins and Minerals is a current topic.

431 (G) Evaluation Procedures in Health (3) Introduction to fundamental procedures in collection, summarization, presentation, and basic analysis of health data. Includes test construction and techniques of evaluation. Davis.

440 (M) Elementary School Health Education (3) 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.

441 (G) Health Instruction (4) Prepares elementary and secondary teachers to develop and implement effective health instruction programs. The latest methodology and health materials for high-quality health education courses. Pre- or coreq: HEP 351, 352, 353, and Seminar: Health Instruction Laboratory (HEP 407). Cottrell, Schlaadt

442 (G) School Health Issues (3) The three components of the school health program as they relate to school and community education; trends and issues involved with health services, school environment, and instruction.

443 (G) School Health Coordinator (3) Prepares teachers to serve effectively as school health coordinators. Emphasis on school health program coordination, service as a liaison between school, home, and community health agencies. Pre- or coreq: HEP 441 or 442. Cottrell.

451 (G) Social Health (3) Physical, mental, emotional, and social phases of human relations as they are affected by male and female sexuality. Implications for sex education programs in schools and communities. Prereq: HEP 251, PSY 388, or instructor's consent. Cottrell, Kime.

453 (G) Drugs in Society (3) Designed to help teachers gain a solid knowledge of and background on drugs in order to teach about them effectively. Schlaadt.

454 (G) Environmental Health Science (3) Inter-relationship of environmental systems (land, air, water, industry) and their effects on individuals and communities. Namekawa.

455 (G) Consumer Health (3) Selection and evaluation of health services and products. Quackery, consumer protection laws and organizations, and health insurance considerations. Kime.

461 Instructor First Aid (3) 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. Prereq: HEP 260 or equivalent first aid certification.

467 Driver Education (4) Use of teaching devices, development of instructional units, behind-the-wheel instruction.

468 (G) Psychophysical Testing Equipment in Driver Education (3) Instruction for driver education teachers in the use of driver simulation, psychophysical testing, and multimedia equipment. Not offered every year.

HDEV 471 (G) Health Aspects of Aging (3) See description under Human Development and Performance.

472 (G) Strategies for Change in Community Health Education (3) 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

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr)

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr)

507 Seminar (Arr) Current topics are Advanced Statistics in Health, Community Organization for Health, Financial Management of Health Care Institutions, Health Facilities Organization and Management, Health Planning, Health Policy Analysis, Interpersonal Processes and Community Health Education, Instructional Methodology and Materials in Community Health Education, and Legal Aspects of Health Care Administration.

509 Practicum (Arr) Advanced registration required. College-Level Health Teaching and Health Services-Related Agencies are current topics.

510 Experimental Course (Arr)

HDEV 521 Research Methods in Health and Leisure (3) See description under Human Development and Performance.

531 Fundamentals of Statistics in Health (3)

Designed to prepare students to plan the collection of data as well as to present and analyze health information and related data. Prereq: HEP 431 or equivalent. Davis.

541 Philosophy and Curriculum Design in Health Education (3) Not offered every year.

542 Sex Education (3) Designed primarily for teachers. Curriculum organization, teaching methods, and materials. Prereq: HEP 451 or equivalent. Kime.

543 Advanced Health Instruction (3) Planning programs for public and school health education. Consideration of the organization of in-service programs, determination of priorities, and interpretation of roles of school health coordinators. Cottrell, Schlaadt.

551 Basic Issues in Health Education (3) Current basic issues and problems in health education; economic and social forces affecting health education; implications for programs. Prereq: graduate standing. Davis.

552 Administration of Health Programs (3) Not offered every year.

553 Nutrition in Health and Disease (3) Essential facts and current theories regarding nutrition with emphasis on disease prevention. Prereq: background in biology, chemistry, and physiology. Gordon, Hackman.

554 Recent Progress in Disease Control (3) New knowledge discussed by experts actively engaged in various medical and surgical specialties. Prereq: anatomy, physiology, and HEP 352. Gordon.

555 Psychopharmacology (3) Current social, psychological, and medical implications of drug misuse in our society. Preventive aspects of drug-induced abnormal behavior. Background in biology, chemistry, physiology, psychology, and sociology helpful. Gordon.

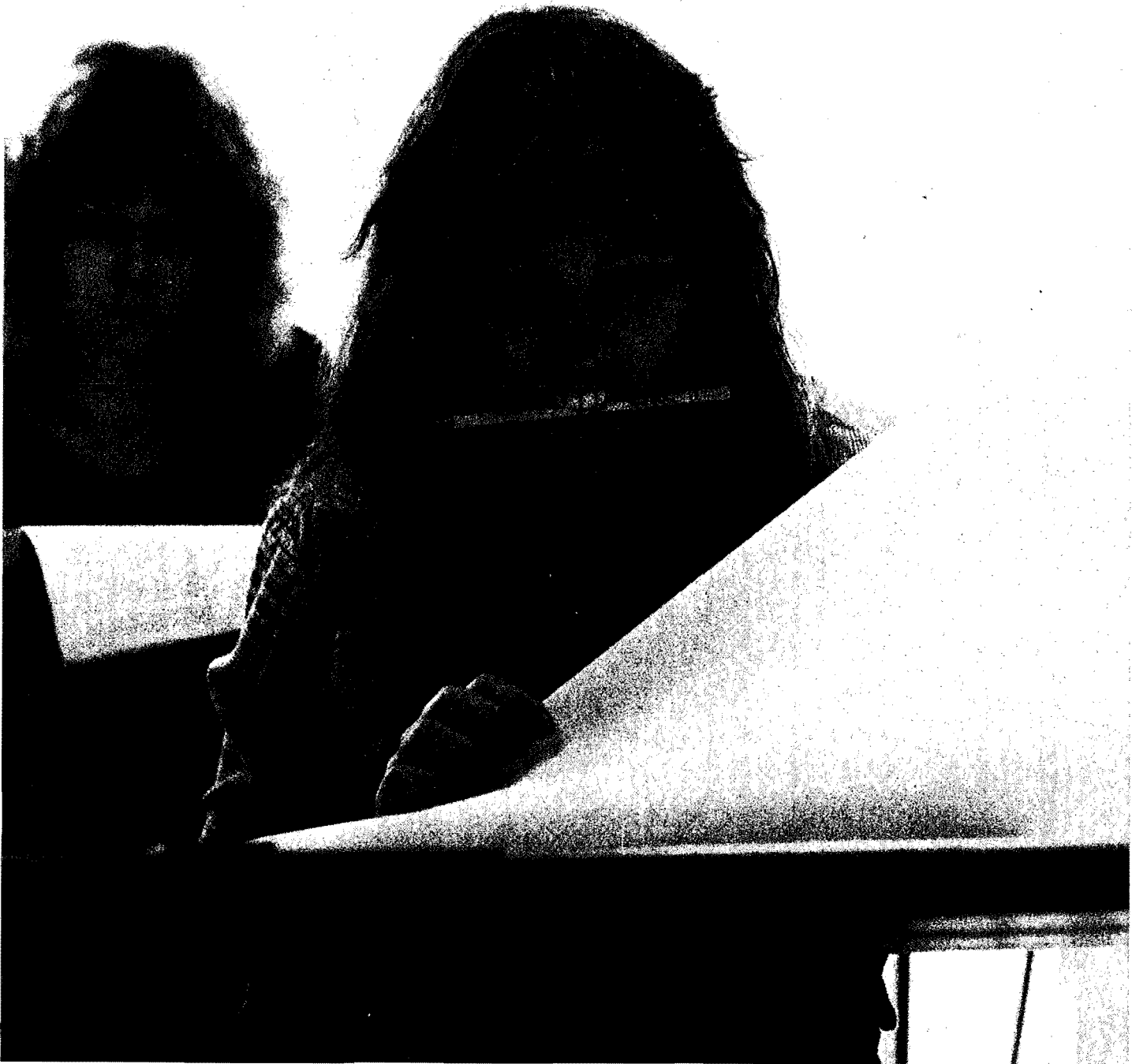
560 Administration and Supervision of Safety Programs (3) Development, organization, and implementation of safety programs in industry with application to other settings.

561 Psychology of Accident Prevention (3) Characteristics of problem drivers and teenage behavior related to accidents and accident prevention; effective methods in safety education programs. Kime.

562 Administration and Supervision of Driver Education Programs (3) Budgeting, selection, and placement of teachers; curriculum development; public relations. Schlaadt.

563 Problems in Traffic Safety (3) Factors in the traffic safety problem; law enforcement, engineering, health and medical, use of alcohol and drugs by drivers, driver licensing.

571 World Health Problems (3) 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. Prereq: senior or graduate standing. Smith.



Journalism

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Karl J. Nestvold, Acting Dean
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Faculty

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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.

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Emeriti

John W. Crawford, M.A., Professor Emeritus (advertising). B.A., 1935, Northwestern; M.A., 1958, Michigan State.

Charles T. Duncan, M.A., Professor Emeritus (news-editorial). A.B., 1936, M.A., 1946, Minnesota.

John L. Hulteng, M.S., Professor Emeritus (news-editorial). Ph.B., 1943, North Dakota; M.S. 1947, Columbia.

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.

The School of Journalism was first organized as a Department of Journalism at the University of Oregon in 1912; it 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 Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

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 credits 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 ACEJMC. 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 in the western United States.

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*, or on alternative student newspapers. Others are announcers, writers, or directors at the University radio station, KWAX, or at the campus television facilities. Internships 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 to help 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 individualized 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 interest. In fall term 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. Such students cannot transfer to prejournalism status if their cumulative grade point average (GPA) from all colleges attended is less than 2.50.

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); Experimental Course: Introduction to Magazines (J 410).

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 expected to learn to type. Students who

want to take Reporting I (J 361) or Radio-TV News I (J 431) must first pass a typing test which requires a net typing speed of 20 words per minute. Students are also encouraged 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 credits each term of either Introduction to Literature (ENG 104, 105, 106) or World Literature (ENG 107, 108, 109); 3 credits each term of either History of Western Civilization (HST 101, 102, 103) or History of the United States (HST 201, 202, 203); 3 credits each term in 200-level economics courses; 3 or 4 credits each term in either a foreign language, mathematics, science, anthropology, geography, philosophy, political science, psychology, religion, or sociology; 3 credits 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 (TCF 241); Use of the Library (LIB 127), or a health course (HES 199, 211, or 250). Please note that these are just suggestions; other courses may be substituted for some of the University requirements.

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 credits), 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 credits 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 of A counts as 4 points; a B, 3 points; a C, 2 points; a D, 1 point; Fs and Ns 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 contact 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 ACEJMC. However, this acceptance does not waive the requirement of the number of credits 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 ACEJMC; such journalism credit will be included in the 50-credit 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 credits. Transfer students who present such credits may find themselves disadvantaged in the number of credits they are permitted to take in the School of Journalism to keep within the 50-credit 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 credits 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 credits 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 credits will have no more than 50 credits in journalism, including transfer credits. If a student elects to take more than 50 credits in journalism, he or she must earn correspondingly more than 186 total credits 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 credits 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 credits each in literature (not including courses dealing primarily with film); (2) three courses of at least 3 credits each in history; (3) three courses of at least 3 credits each in economics; (4) three additional blocks of courses, each block consisting of at least 9 related credits, from among these areas: anthropology, economics, geography, history, mathematics, philosophy, political science, psychology, religion, science, or sociology. (Courses numbered 199, 200, 399-406, 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 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 specialized majors: 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 wants to designate a specialized major on his or her transcript, four of the following courses must be taken in the designated sequence.

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); Experimental Course: Introduction to Magazines (J 410); 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); Advanced Television News (J 434).

Other suggested courses in each of the five specialized majors 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); 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 Pass/No pass (P/N) basis, except those specif-

ically designated in the *General Catalog* and the *Time Schedule 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 receive no credit satisfying degree requirements if the P/N option is selected for a journalism course. Graduate majors receive credit toward satisfaction of degree requirements for no more than 6 credits 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 credits 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 credits.

- 36 credits plus an acceptable thesis for which 9 credits 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.
- 36 or more credits plus an acceptable terminal project for which up to 9 credits 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.

- 45 credits. 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 credits 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 credits 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 credits of work. Most students spend four to five terms in the graduate program.

Students must complete the following courses (3 credits 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 from among the following course numbers: J 507, 510, 511, 512, 513, 514, 515, 516, 520, 546, 564.

Finally, graduate students in journalism must complete at least two advanced writing courses from among the following (3 credits 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 credits; Reporting II (J 462), 5 credits; Public Relations Writing (J 465), 4 credits; 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 credits of graduate study.
2. Students not advanced to candidacy at this evaluation are given written notice but may be allowed to continue course work until the completion of 24 credits of graduate study. At that time a final decision regarding advancement to candidacy is made.

To be advanced to candidacy, a student must have completed at least 12 credits of graduate study 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 and should take extra course work in understanding, speaking, and writing English.

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 (GTFs), carrying a minimum nine-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 in Journalism (J)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

200 SEARCH (1-3)

224 The Mass Media and Society (3) The various media of mass communication and their effects on society. Recommended for prejournalism majors. Cohen, Kessler, McDonald.

250 Journalistic Writing (3) Introduction to journalistic practices: gathering information, taking notes, interviewing, writing for mass media audiences. Review of grammar, spelling, sentence structure, punctuation. Prereq: passing grade on the Cooperative English Test. Required for admission to School of Journalism with major standing. Kessler, McDonald.

Upper-Division Courses

321 Production for Publication (3) Production of news-editorial and advertising material in publications. Printing processes and machinery; typography and composition methods; technical aspects of letterpress printing and photoengraving, photo-offset, gravure, and silk-screen process; paper, ink, and color. Metzler.

336 Photojournalism (3) News photography: subjects, composition, editorial requirements; press cameras and darkroom techniques; documentaries and photo essays; work of the news photographer; trends in pictorial journalism. Last-term journalism seniors and graduate students given enrollment priority. McDonald.

341 Principles of Advertising (3) 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 mailing. Taber, Unwin.

TCF 344 Elementary Television Workshop (4) See description under Speech.

TCF 347 Elementary Radio-Television Writing (3) See description under Speech.

361 Reporting I (4) Basic training in news gathering. Extensive writing under time pressure, including a variety of assignments—straight news, features, interviews, speeches. Prereq: J 250, School of Journalism typing test. Halverson, Kessler, Lernert, McDonald, Rarick.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

401 Research (Arr)

403 Thesis (Arr)

405 Reading and Conference (Arr) P/N only.

406 Special Problems (Arr) P/N only.

407 (G) Seminar (Arr) Current topics are Radio and Television Management and Radio-Television Problems.

408 (G) Workshop: Internship (1-3R) Work experience, under faculty guidance, with an advertising agency, broadcasting station, magazine, newspaper, or public relations office. Prereq: instructor's consent. R for a total of 3 credits.

409 (G) Practicum (Arr)

410 (G) Experimental Course (Arr) Introduction to magazines is a current topic.

421 (G) Newspaper Management (4) Community and daily newspaper economics; cost and revenue

analyses; production technology; circulation problems and developments; basic accounting; administration and coordination of advertising, editorial, and production departments. Halverson, McDonald.

431 (G) Radio-Television News I (3) Gathering and writing news for broadcast media. Emphasis on broadcast style, basic aspects of radio-television news writing, and radio-news operations. Prereq: J 250, School of Journalism typing test. Cohen, Mueller, Nestvoid.

432 (G) Radio-Television News II (3) Advanced aspects of the preparation, reporting, and broadcasting of radio-television news. Emphasis on television news writing and reporting and on electronic news gathering. Prereq: J 431. Nestvoid.

433 (G) Advanced Radio News (3) Special problems and opportunities for gathering, writing, editing, producing, and presenting news for radio broadcasting. Experience with campus radio facilities. Prereq: instructor's consent. Nestvoid.

434 (G) Advanced Television News (3) Special problems and opportunities for gathering, writing, editing, taping, producing, and presenting the news for television broadcasting. Experience with campus television facilities. Prereq: instructor's consent. Nestvoid.

441 (G) Media of Advertising (4) 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. Prereq: J 341, junior standing. Taber, Winter.

443 (G) International Advertising (3) Advertising developments, processes, and problems outside the United States. 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. Prereq: J 341, MKTG 311, or equivalent. Ewan.

444 (G) Advertising Campaigns (4) Senior and graduate students put into practice all they have learned in prerequisite classes in a comprehensive campaign involving every aspect of advertising, ranging from market research through creative and media strategy formulation to execution. Prereq: J 341, 441, 446, 447; senior standing. Winter

TCF 444 (G) Concepts in Visual Production (3) See description under Speech.

445 (G) Advertising Agencies and Departments (3) 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. Prereq: J 341, senior standing. Taber.

TCF 445 (G) Television Direction (3) See description under Speech.

446 (G) Advertising Copy Writing (4) Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: J 250, 341. Ewan, Taber, Unwin, Winter.

TCF 446 (G) Radio-Television Programming (3) See description under Speech.

447 (G) Advertising Layout (4) Graphic design for advertising. Work with type and illustrations. Consideration given to all media. Prereq: J 341. Nelson, Unwin.

448 (G) Advertising Research (3) Application of standard survey methodology and behavioral science techniques to the determination of the effectiveness of print and broadcast advertising. Determining the accomplishment of communications objectives: pre- and post-testing advertising copy, measuring media efficiency. Prereq: J 341, instructor's consent. Winter.

449 (G) Advertising and Society (3) Discussion and reading in the socioeconomics of advertising. The literature of advertising and the legal, ethical, and moral considerations incumbent in the advertising career. Prereq: senior or graduate standing, instructor's consent. Taber, Winter.

455 (G) Methods of Teaching Journalism (4) The teacher's role in guiding student publications in secondary schools; methods of teaching journalism.

459 Principles of Public Relations (3) Theory and practice of public relations as viewed by business, government, and civic and public service organiza-

tions; study of mass media as publicity channels; role of the public relations practitioner; public relations departments and agencies. Ewan, Unwin.

461 Writing for Media (4) Responsibilities and rights of the public communicator, information gathering and evaluation, and writing for various media outlets. For graduate students without academic or professional journalistic experience. Prereq: graduate standing. Kessler.

462 (G) Reporting II (5) Newspaper reporting of legislative and executive governmental bodies; political news and other special news areas; civil and criminal courts and appellate procedure. Prereq: J 361. Halverson.

463 (G) The Journalistic Interview (3) Development of skills in nonfiction writers for 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.

464 (G) Newspaper Editing (5) Copy editing and headline writing for the newspaper; emphasis on grammar and style. Problems involved in evaluation, display, make-up, and processing of written and pictorial news matter under time pressure. Prereq: J 361. Halverson.

465 (G) Public Relations Writing (4) Preparation of press conferences, press kits and news releases; institutional advertising copy, executive speeches, dissemination of publicity material through the broadcasting media. Prereq: J 250, 361, 459. Ewan.

468 (G) Magazine Article Writing I (3) Writing magazine feature articles; study of the problems of marketing magazine manuscripts. Prereq: J 361, 461, or instructor's consent. Kessler, Metzler, Nelson.

469 (G) Magazine Article Writing II (3) Writing and marketing magazine articles. Individual conferences. Prereq: J 468. Metzler, Nelson.

470 (G) Magazine Editing (4) Survey and history of magazines; principles and problems of magazine editing; planning, content selection, manuscript revision, copy editing, caption and title writing; editorial responsibility. Prereq: senior standing. Metzler, Nelson.

471 (G) Magazine Design and Production (3) Role of the magazine editor in working with art directors in publication work. 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. Kessler, Nelson.

472 (G) Caricature and Graphic Humor (3) 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. Drawing ability useful but not vital to complete some assignments. Nelson.

483 (G) Public Relations Problems (3) 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; ethics of public relations. Prereq: J 459. Ewan.

485 (G) Law of the Press (3) The constitutional guarantee of freedom of the press; principal Supreme Court decisions; legal status of the press as a private business and as a public utility; governmental activity toward improving the press; legal controls of publication; libel, right of privacy, copyright, contempt of court, censorship, and regulation of broadcasting. Cohen.

486 (G) Media Research and Theory (3) 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 most-used communication research methods.

487 (G) History of Journalism (3) The changing character of the mass media in the United States since Colonial times. Theories of the press and the relationship of the mass media to the society they have served. Halverson, Kessler.

491 (G) International Journalism (3) Mass communication media 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. Not offered every year.

494 (M) Journalism and Public Opinion (3) Formation, reinforcement, and change of opinions. The role of major social and political institutions, with emphasis on the mass media of communications. Lemert.

495 (G) Journalism and Contemporary Affairs (3) Current problems in journalism; evaluation of governmental and other public policies affecting the mass media; trends in mass communications. Prereq: senior standing. Rarick.

Graduate Courses

501 Research (Arr) P/N only.

502 Supervised College Teaching (Arr) R for a total of 3 credits.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Problems (Arr) P/N only.

507 Seminar (Arr) Current topics are History of Journalism, Legal Research for Journalists, Literary Journalism, Photo Essay, Precision Journalism, Technology, and Writing the Nonfiction Book.

509 Practicum (Arr)

510 Experimental Course (Arr)

511 Mass Communication and Society (3) 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. Introduction to graduate study in journalism and mass communication. Cohen.

512 Communication Research Methods (3) Selection and planning of research studies; class research project with instruction in appropriate methodology and basic statistical analysis. Beginning course in graduate research. Lemert, Rarick.

513 Theories of Mass Communication (3) The communication process, audiences of the mass media; media competition; attitudes of communicators; functions and dysfunctions of media activities. Lemert, Rarick.

514 Public Opinion and Propaganda (3) Analysis of research literature with emphasis on 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. Lemert, Rarick.

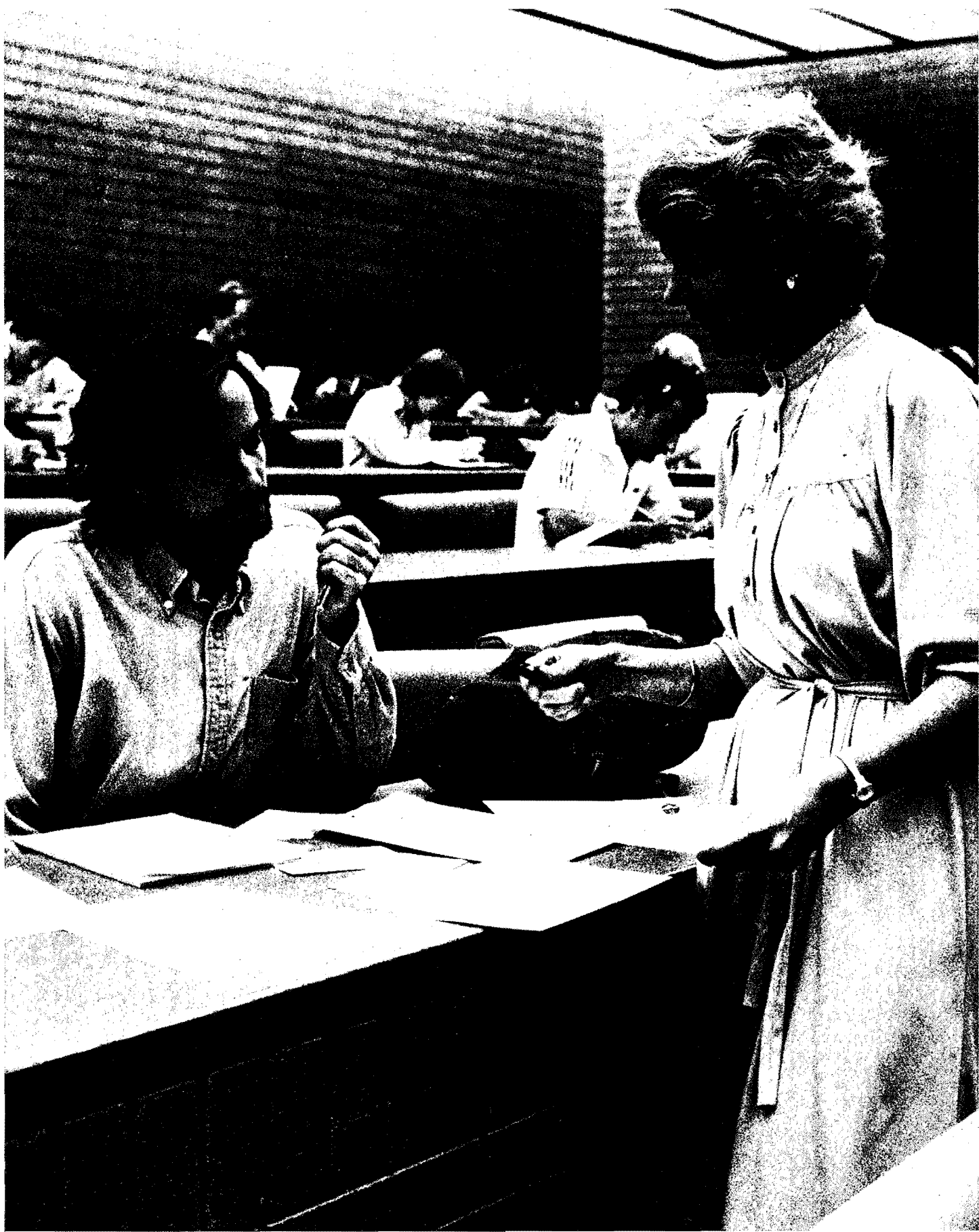
515 Approaches to Media Evaluation (3) Traditional, humanistic, "social responsibility" approach compared with empirical approach to analysis and criticism of media performance and professional norms. Open to undergraduates with instructor's consent. Lemert.

516 Journalists' Attitudes and Performance (3) 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.

520 Public Relations Planning and Administration (3) Each student constructs a comprehensive public relations plan in his or her field of study. Course assumes no previous academic work in public relations. For graduate students in business, education, public policy and management, leisure studies and services, management, etc., as well as journalism majors. Ewan.

546 Advertising Message Strategy (3) 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. Prereq: J 446. Taber, Unwin, Winter.

564 Editorial Writing (3) Writing of analysis and opinion for the media of mass communication, examination of methods of formulating editorial policy; operation of editorial pages and editorial sections; trends in the use of the opinion function. Rarick.



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

275 Law Center
Telephone 686-3852
Derrick A. Bell Jr., Dean

Faculty

Michael D. Axline, J.D., Assistant Professor (environmental law clinic). B.A., 1977, Idaho State; J.D., 1980, Oregon; Idaho bar, 1980.

Derrick A. Bell Jr., LL.B., Professor (constitutional law, constitutional law and minority issues, legal process); Dean. 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). B.A., 1973; J.D., 1978, Iowa; Oregon bar, 1978. On leave fall 1984.

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; 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. On leave fall 1984.

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.

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). B.A., 1961, J.D., 1963, Iowa; California bar, 1964.

Laird C. Kirkpatrick, J.D., Professor (civil practice, clinical program, civil rights litigation). 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). A.B., 1946, Harvard; J.D., 1948, Iowa; LL.M., 1958, J.S.D., 1971, New York; Iowa bar, 1948; Oregon bar, 1949.

Sanford R. Landress, J.D., Instructor (legal research and writing). B.S., 1976, J.D., 1981, Oregon; Oregon bar, 1981.

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. On leave 1984-85.

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; 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, 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 1984-85.

George M. Platt, LL.B., Professor (local government law, secured land transactions, urban development problems). B.S., 1948, LL.B., 1956, Illinois; Illinois bar, 1956.

William D. Randolph, J.D., Professor (business planning, corporate reorganization, partnerships and corporations). B.S., 1948, J.D., 1950, Illinois; Illinois bar, 1950; California bar, 1962.

Nancy E. Shurtz, LL.M., Associate Professor (estate and gift tax, estate planning, federal income tax). B.A., 1970, Cincinnati; J.D., 1972, Ohio State; LL.M., 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977.

Peter N. Swan, LL.B., Professor (admiralty, antitrust law, conflict of laws). B.S., 1958, LL.B., 1961, Stanford; California bar, 1962; United States Supreme Court bar, 1967; Oregon bar, 1979. On leave spring 1985.

Dominick R. Vetrì, 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.

Katherine H. Waldo, J.D., Instructor (legal research and writing). B.A., 1973, Occidental; M.A., 1975, Ohio State; J.D., 1980, Oregon (Coif); Oregon bar, 1980.

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. On leave 1984-85.

Emeriti

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). A.B., 1934, California, Los Angeles; LL.B., 1941, Loyola Marymount.

Wendell M. Basye, J.D., Professor Emeritus (business planning, estate and gift taxes, estate planning). A.B., 1941, Nebraska; J.D., 1947, Virginia; West Virginia bar, 1948.

Oriando John Hollis, J.D., Distinguished Professor Emeritus, (civil procedure, legal profession, trial practice). B.S., 1926, J.D., 1928, Oregon.

Milton L. Ray, J.D., Professor Emeritus (business planning and advanced taxation, estate planning, accounting). B.A., 1947, Rochester; J.D., 1950, Chicago; Illinois bar, 1950; California bar, 1964.

Eugene F. Scoles, J.S.D., Distinguished Professor Emeritus. A.B., 1943, J.D., 1945, Iowa; LL.M., 1949, Harvard; J.S.D., 1955, Columbia.

Degree Requirements

Students who have been admitted to the School of Law, who have completed courses in law aggregating 85 satisfactory semester credits, 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 credits of the required 85 semester credits by successfully completing graduate-level courses or seminars at the University of Oregon relevant to their program of legal studies, if such courses or seminars are approved by the dean 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.

It is highly recommended that students who enroll in one of the clinics also enroll in The Lawyering Process (L 607), a 2-credit 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 (L 607) 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 a summer session that is open to law students who have completed at least one year of law work and who are in good standing at a law school accredited by the American Bar Association. Summer session students earn up to eight semester hours of law school credit. **Note:** Summer session is not open to beginning law students.

For complete summer session information, write to:

Peggy Nagae, Assistant Dean
University of Oregon School of Law
Eugene, Oregon 97403.

Academic Support Program

Assistance is available for students who have the academic potential to compete successfully in law school but have low entering tutorials. With a summer orientation, a year-long tutorial program, and a legal research and writing section, the program provides the skill-building and personal competency components necessary to compete successfully in the first year of law school. The program is available to both minority and nonminority 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 34 on the LSAT and an undergraduate grade point average (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 1984, the average GPA and LSAT scores were approximately 3.30 and 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, marital status, veteran status, sexual orientation, 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 register with 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 (GPAs):

A+4.5 B+3.5 C+2.5 D1.0
A4.0 B3.0 C2.0 F0.0
N (No pass)0.0

Academic Standards

1. A student must complete 85 credits with grades of D or better in order to graduate.
2. At the end of any semester in which a student's cumulative GPA falls below 2.00, he or she is placed on probation and remains on probation until (a) achieving a cumulative GPA of 2.00 or better, (b) graduating, or (c) being disqualified.
3. A student is disqualified if, while on probation, he or she earns a GPA of less than 2.00 for any semester (including the summer session).
4. A student on probation who is disqualified on the basis of grades received in the semester in which he or she accumulates sufficient credits to graduate shall not graduate.

A student who is disqualified with eight or fewer credits needed for graduation, and who is thereafter readmitted, shall not graduate unless he or she either

- a. completes within twelve months of disqualification one additional semester—fall, spring, or summer—of 8 or more credits with a GPA of 2.00 or better or
- b. attains a cumulative GPA of 2.00 or better on the first attempt to take any number of credits sufficient to qualify for graduation; the attempt must be completed within twelve months after the student was disqualified (effective fall 1983).

5. If the Academic Standing Committee believes that a disqualified student is likely to perform at or above a 2.00 GPA for the remaining semester(s) before the student becomes eligible to graduate, it may readmit the student. The committee may not readmit any student more than once, but in cases of a second disqualification the committee may recommend readmission by the full faculty. A student denied readmission by the committee may appeal that decision to the full faculty, provided the student's cumulative GPA is 1.50 or higher at the end of the second semester, or 1.75 or higher thereafter. Notwithstanding other provisions of this paragraph, if a student has once been readmitted by the faculty, either on recommendation of the committee or on appeal from an adverse decision of the committee, no further petition for readmission shall be entertained by the committee or the faculty. The readmitting authority may impose such conditions on the readmission as it deems appropriate. Conditions may include but are not limited to:

- a. required academic counseling

- b. required retaking of courses in which a D or F grade was received
- c. limitation of employment or other extracurricular activities
- d. remaining out of school for a period of time

Failure to abide by conditions of readmission may be cause for revocation of admission or other appropriate remedy (amended fall 1983).

- 6. No student may graduate without obtaining a grade of D or better in all courses of the first-year required curriculum. Any student receiving an F in such a course must, at the first scheduled opportunity, take the course over for credit and obtain a D or better. Only one attempt to satisfy the requirement will be permitted. The requirement cannot be satisfied by taking the course at another law school (effective fall 1983).
- 7. Grades of No pass (N) in Pass/No pass courses shall be counted in the student's GPA as 0.00 points for the number of credits attempted in such courses where N grades were received (effective fall 1979).
- 8. For purposes of this legislation, students enrolled prior to fall semester 1978 shall be deemed to begin their remaining work with GPAs of 2.00 or their actual GPA, whichever is higher.

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 1984-85 academic year, tuition is \$2,695.50 for residents and \$3,943.50 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 1984-85 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 \$9.00-\$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 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.

Hope Gibson Scholarship. One scholarship is awarded annually by the School of Law. It is supported through income from an endowment funded by gifts from Hope Gibson Dohnal, a 1981 graduate of this school. Ms. Dohnal's intent is to provide scholarship assistance to academically talented minority students. The scholarship is awarded on the basis of scholarly interest and achievement and demonstrated ability.

Hershner, Hunter, Miller, Moulton & Andrews Scholarship. One scholarship awarded each year. The amount awarded will pay resident tuition and fees for a second-year law student—approximately \$2,700. The award is made to a student oriented toward business who intends to enter into the private practice of law in the state of Oregon upon completion of law school. The scholarship is funded by the named Eugene-Springfield law firm.

Charles G. Howard Law Scholarships. Several scholarships of varying amounts are awarded annually to students in the School of Law on the 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 in Law (L)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

A complete list of courses with descriptions is in the *School of Law Catalog*. For a free copy, write: School of Law, University of Oregon, Eugene, Oregon 97403.

430 (M) Law, Its Processes and Functions (3)
 Introduction to the legal system for nonlaw students.

504 Law Courses for Nonlaw Students (Arr)
 Open-ended course number for translating 500-level School of Law semester credits to term credits on transcripts of nonlaw students.

Required First-Year Courses

511, 512 Contracts (3)

513, 514 Torts (3)

515 Civil Procedure (4)

516 Legislative and Administrative Processes (3)

517 Property (4)

518 Criminal Law (3)

522 Legal Research and Writing I (2)

523 Legal Research and Writing II (2)

Second- and Third-Year Courses

Note: All second- and third-year courses are elective except L 549, which is required. Most of the courses 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.

535 Secured Land Transactions (3)

536 Commercial Law (4)

537 Trusts and Estates I (3)

538 Trusts and Estates II (2)

539 Real Estate Transactions (3)

540 The Civil War Amendments (3)

541 Partnerships and Corporations (4)

542 Constitutional Law and Minority Issues (3)

543, 544 Constitutional Law I and II (3)

545 Oregon Practice and Procedure (3)

546 Federal Courts (3)

547 Conflict of Laws (3)

548 Creditors' Rights (3)

549 Legal Profession (3)

550 The First Amendment (3)

551 Evidence (3-4)

552 Business Torts (3)

554 Insurance (2)

555 Family Law (3)

556 Legislation (2)

557 State and Local Taxation (2)

558 Local Government Law (2)

559 Labor Law I (3)

560 Labor Law II (3)

561 Restitution and Equitable Remedies (3)

562 Jurisprudence (3)

563 Antitrust Law (3)

564 Administrative Law (3)

565 Securities Regulation (3)

566 Admiralty (3)

567 Copyrights (3)

568 Urban Land Use Law (3)

569 Water Resources Law (3)

570 Public Land Law (3)

571 International Law (2-3)

575 Legal Writing (1)

576 Environmental Law (3)

577 Law of the Sea (2)

578 Indian Law (3)

579 Ocean and Coastal Law (3)

580 Federal Income Tax I (3)

581 Federal Income Tax II (3)

582 Estate and Gift Taxes (2)

583 Estate Planning (2)

584 Criminal Procedure I (3)

585 Criminal Procedure II (3)

Professional Writing, Research, and Seminars

501 Research (Arr)

505 Reading and Conference (Arr)

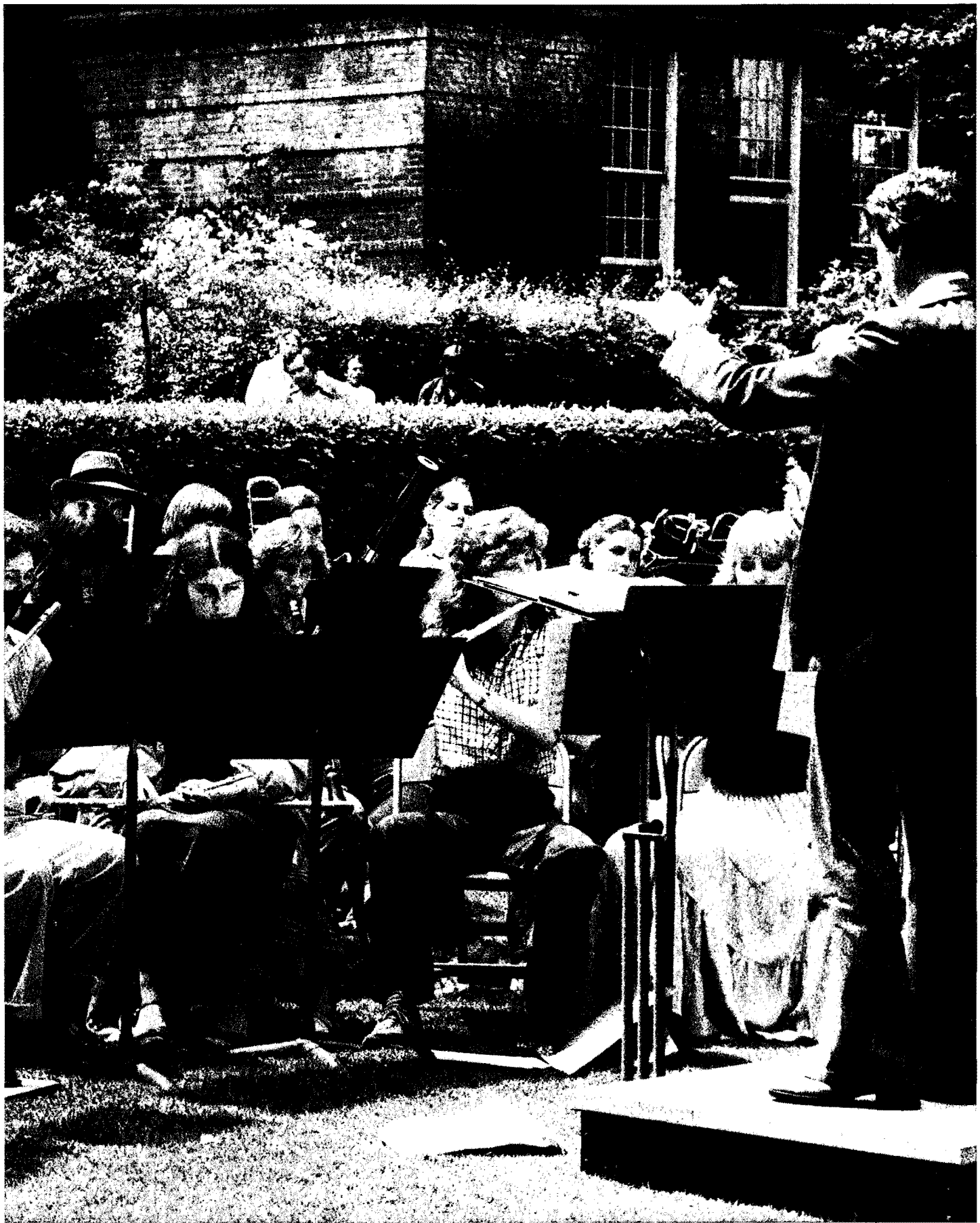
507 Seminar (Arr) Recent topics include Administration of Criminal Justice, American Legal History, Consumer Law, Corporate Reorganization, Immigration Law, Legal Issues in Accounting, Nonjudicial Dispute Resolution, Office Practice, Pollution Control, and Sex-Based Discrimination.

Clinical Experience and Practice Skills Programs

607 Seminar (Arr) Recent topics include 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, and Trial Practice Laboratory.

Note: Concurrent enrollment in the seminar entitled The Lawyering Process is highly recommended with the following four clinics:

Civil Practice Clinical Program
 Criminal Defense Clinic
 Criminal Practice Clinical Program—
 Prosecution
 Environmental Law Clinic



Music

150 Music Building
Telephone 686-5662
Morrette L. Rider, Dean

The School of Music began as a Department of Music in 1886. It became the School of Music in 1900 and was admitted to the National Association of Schools of Music in 1928. The standards of the school are in accordance with those of the association.

The primary aims of the school are to help students prepare for a variety of professions in music, to provide nonmajors with elective studies that can enhance their understanding and enjoyment of music, and to provide the community with a rich diversity of musical experience.

Faculty

Doris Renshaw Allen, M.A., Associate Professor (class piano, piano pedagogy). B.A., 1950, Westminster; 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., Associate Professor (wind ensemble, clarinet); Director of Bands; Member, Oregon Woodwind Quintet. B.M.E., 1968, Oklahoma State; M.M., 1969, Ph.D., 1974, North Texas State.

Peter Bergquist, Ph.D., Professor (music history, theory, bassoon). B.S., 1958, Mannes College of Music; M.A., 1960, Ph.D., 1964, Columbia.

Leslie T. Breidenthal, A.Mus.Doc., Professor (voice, lyric diction). B.S., 1948, M.A., 1949, Columbia; A.Mus.Doc., 1965, Michigan.

Richard G. Clark, D.M.A., Assistant Professor (choral conducting, music education). B.S., 1964, M.A., 1971, Oregon; D.M.A., 1977, Washington.

David P. Doerksen, D.M.A., Associate Professor (music education). B.M.E., 1956, Willamette; M.M., 1969, Southern California; D.M.A., 1972, Oregon.

Charles Dowd, M.A., Associate Professor (timpani, percussion, jazz studies); Member, Eugene Symphony, Kammerer-Dowd Jazz Duo; Director, University Percussion Ensemble. B.A., 1970, San Jose State; M.A., 1971, Stanford.

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.

Derek E. Healey, D.Mus., Professor (composition, music theory). B.Mus., 1961, Durham; D.Mus., 1974, Toronto.

J. Robert Hladky, A.Mus.Doc., Professor (violin/cello, music history); Member, Oregon String Quartet. B.Mus., 1950, Oklahoma State; M.Mus., Performer's Certificate, 1952, A.Mus.Doc., 1959, Eastman School of Music.

Robert I. Hurwitz, Ph.D., Associate Professor (theory, history); Chair, Musicianship and History; Member, Eugene Symphony. A.B., 1961, Brooklyn; M.Mus., 1965, Ph.D., 1970, Indiana.

Edward W. Kammerer, M.Mus., Assistant Professor (horn, musicianship, jazz studies); Coordinator, Undergraduate Studies; Member, Oregon Brass Quintet, Oregon Woodwind Quintet, Kammerer-Dowd Jazz Duo; Director, Brass Choir. B.Mus., 1964, M.Mus., 1965, Oregon.

Dean F. Kramer, M.Mus., Assistant Professor (piano, music history, chamber music). B.Mus., 1973, Oberlin Conservatory of Music; M.Mus., 1976, Texas, Austin.

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.

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; Director, University Children's Choir. B.A., 1963, M.A., 1965, Oregon; Ph.D., 1974, Florida State.

J. Robert Moore, D.M.A., Associate Professor (oboe, saxophone, woodwind techniques); Member, Oregon Woodwind Quintet, Eugene Symphony. B.Mus.Ed., 1961, M.Mus., 1962, Tulsa; D.M.A., 1980, Eastman School of Music.

Harold Owen, D.M.A., Professor (composition, music history, musicianship). B.Mus., 1955, M.Mus., 1957, D.M.A., 1972, Southern California.

Stephen J. Paul, M.M.E., Assistant Professor (band, music education); Director, Marching Band; Director, Symphonic Band. B.A., 1974, Westminster; M.M.E., 1976, North Texas State.

George W. Recker, Assistant Professor (trumpet). Coprincipal Trumpet, Kennedy Center Opera Orchestra, Florida State University, George Peabody College, 1964-1969.

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 (choral music); Executive Director, Oregon Bach Festival. B.A., 1950, Goshen; M.Mus., 1954, Northwestern; D.M.A., 1964, Southern California.

Victor Steinhart, M.A., 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, piano literature, 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.

Monte Tubb, M.A., Associate Professor (musicianship, composition). B.A., 1956, Arkansas; M.A., 1960, Indiana.

Jeffrey Williams, D.M.A., Assistant Professor (trombone and low brass); Coordinator, Jazz Studies; Member, Eugene Symphony, Oregon Brass Quintet; Director, High School Music Summer Session. B.Mus., 1965, North Texas State; M.S., 1966, Illinois; D.M.A., 1974, North Texas State.

Adjunct

Joan Benson, M.Mus., Adjunct Professor (piano, early keyboard instruments). B.Mus., 1950, M.Mus., 1951, Illinois; Performer's Certificate, 1952, Indiana.

John Brombaugh, M.S., Adjunct Professor (organ construction). B.S., 1960, Cincinnati; M.S., 1963, Cornell.

David E. Gustafson, Adjunct Instructor (piano technology).

Sarah Calkins Maxwell, B.A., Adjunct Professor (harp). B.A., 1957, Oregon.

Emeriti

Francis W. Bittner, M.A., Professor Emeritus (piano, music theory). B.Mus., 1936, Cincinnati Conservatory of Music; M.A., 1943, New York.

Edmund A. Cykler, Ph.D., Professor Emeritus. A.B., 1926, California, Berkeley; Ph.D., 1928, Charles University, Czechoslovakia.

John M. Gustafson, Ph.D., Associate Professor Emeritus (music education). A.B., 1947, Augustana; M.Mus., 1951, Michigan; Ph.D., 1956, Florida State.

George Hopkins, B.A., Professor Emeritus (piano). Teacher's Certificate, 1918, Peabody Conservatory; B.A., 1921, Oregon.

Homer T. Keller, M.Mus., Professor Emeritus (composition, music theory). B.Mus., 1937, M.Mus., 1938, Eastman School of Music.

John C. McManus, M.A., Professor Emeritus (clarinet, music education). B.Mus.Ed., 1943, Northwestern; M.A., 1950, Columbia.

Robert E. Nye, Ph.D., Professor Emeritus (music education). B.Ed., 1932, Milwaukee State Teachers; M.A., 1942, Ph.D., 1949, Wisconsin.

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.

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.

William C. Woods, M.Mus., Professor Emeritus (piano, music history); Member, University Trio. B.Mus., 1948, M.Mus., 1949, Southern California.

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 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

More than 200 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 University Music Society and the Committee for Musical Arts.

The School of Music has also conducted the annual Oregon Bach Festival during a two-week period in late June and early July for the past fifteen years. The festival, under the administrative direction of H. Royce Saltzman, Professor of Music, and the German conductor Helmuth Rilling, artistic director, combines an educational program in choral music for academic credit with the public offering of some thirty concerts. While the focus is on Bach, major choral and instrumental works by other German composers are programmed regularly. Distinguished soloists from throughout the world are featured with the festival chorus and orchestra.

Ensembles

The University Singers, University Chorale, Chamber Choir, Contemporary Chorus, Oregon Wind Ensemble, University Percussion Ensemble, Marching Band, Symphonic Band, Pep Band, Symphony Orchestra, Sinfonietta, Brass Choir, Jazz Ensembles, Jazz Laboratory Bands, Vocal Jazz Ensembles, Opera Workshop, and numerous small chamber ensembles offer membership and performance opportunities to all qualified students on campus. Collegium Musicum, a vocal-instrumental group, provides opportunity for the study of medieval, Renaissance, and baroque music, using a sizable collection of reproductions of Renaissance and baroque instruments. The repertory and activities of these ensembles are planned to complement courses in analysis, history, and criticism offered by the school.

Financial Aid

The following scholarships are available to students of music. For additional details on financial aid, write to Dean, School of Music, University of Oregon, Eugene, Oregon 97403.

Ruth Lorraine Close Musical Fellowship (approximately \$50,000 awarded annually to some twenty-five students for advanced study in music, with some awards reserved for students in harp and composition)

Eugene Chamber Choir Scholarships

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 students)

Max Risinger Memorial Scholarship

Phi Beta Scholarships (variable amounts for music majors)

Presser Foundation Scholarship (\$1,000 for an undergraduate music major)

Paul Clarke Stauffer Scholarships (approximately twelve awards of \$1,000 each for music majors residing in Oregon)

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 basic and standard endorsements are available in the School of Music.

Fees (per term)

Studio Instruction

One half-hour lesson per week \$ 70-120

Two half-hour lessons per week . . . \$140-200

Exemptions

Music majors, provided the instruction is a degree requirement as primary performance study at the 171 level or above.

Music majors, provided the instruction is a degree requirement as secondary performance study at the 171 level or above, and provided faculty teaching loads permit.

Note: Guitar students are not exempt from studio instruction fees.

Other Fees (per term)

All music majors \$ 5.00

Nonmajors' access to practice rooms . \$ 5.00

Rental of University instrument when enrolled in performance studies courses \$10.00

Summer term rental of instrument for performance studies \$15.00

Instrument rental when enrolled in ensembles \$ 3.00

Instrument rental when enrolled in technique classes \$ 7.00

Percussion studies instrument fee . . . \$ 5.00

Individual use of electronic studio . . . \$15.00

Enrollment in Synthesizer Techniques (MUS 443) \$ 7.50

Use of organs and harpsichords \$12.00

Use of elementary music education laboratory \$ 3.00

Orientation to Music Education (MUE 326) \$ 5.00

Performance Studies

All courses in performance studies are listed with the MUP prefix. These courses are comprised of two general categories:

Preparatory instruction (MUP 100-162, 231-233).

Studio instruction (MUP 171-194, 271-294, 341-362, 371-394, 471-494, 511-532, 541-562, 571-594, 641-661, 671-694).

Degree requirements of performance studies are usually defined in terms of studio instruction. In some instances preparatory instruction must precede the studio instruction. (See fees for studio instruction, listed above.)

Enrollment in any performance studies sequence must be preceded by an audition. Auditions are conducted to establish details (level, credits, etc.) for registration. Auditions must also precede advancement from one level to another.

Studio instruction carries 2-4 credits per term. Students giving recitals must be enrolled in performance studies and in Reading and Conference (MUS 405 or 505) during the term of the recital. The number of credits, up to 4, for the Reading and Conference is determined by the instructor. Prerecital auditions are required to evaluate the student's readiness for public performance. After the recital a faculty evaluation is required. If approval is given the recital is then formally acknowledged as a fulfilled degree requirement.

Enrollment in studio instruction is sometimes limited because of faculty teaching loads. Under such circumstances, priority is given to continuing music majors. For those who cannot be initially assigned a faculty teacher, studio instruction for credit at extra cost can be arranged with other teachers.

Details concerning levels, repertory, etc. are available upon request.

Undergraduate Programs

Courses for Nonmajors

The School of Music offers numerous opportunities for nonmajors to be involved in music classes and performance ensembles. See course listings for details. The following courses are primarily for students without previous musical instruction.

Basic Music (MUS 125).

Introduction to Music and Its Literature (MUS 201, 202, 203).

Music in World Cultures (MUS 258).

The Music of Bach and Handel (MUS 351).

The Classic Symphony and Sonata (MUS 352).

Survey of Opera (MUS 353).

Introduction to 20th-Century Music (MUS 354).

Listening with Understanding (MUS 450).

Special courses are frequently offered under MUS 199 (Special Studies), MUS 200 (SEARCH), or HUM 410 (Experimental Courses), including such topics as History of Jazz, Asiatic and Near Eastern Music, Folk Guitar, Inside Rock Music, and History of Rock and Roll.

Ensembles for Nonmajors

Collegium Musicum (MUS 191, 391, 591).

Chamber Ensemble: Brass Choir, other ensembles as needed (MUS 194, 394, 594).

Band: Marching Band, Pep Band, Symphonic Band, Oregon Wind Ensemble (MUS 195, 395, 595).

Orchestra: Sinfonietta, Symphonic Orchestra (MUS 196, 396, 596).

Chorus: Chamber Choir, Contemporary Chorus, University Chorale, University Singers, Vocal Jazz Ensemble (MUS 197, 397, 597).

Special Studies: Song and Dance Troupe (MUS 199).

Small Jazz Ensembles (MUS 392, 592).

Jazz Laboratory Band (MUS 393, 593).

Opera Workshop (MUS 398, 598).

Music Minor

The School of Music offers a music minor requiring 27 credits, of which at least 15 must be upper division. Credits are to be distributed as follows:

Core (choice of A or B):	12 credits
Option A: Basic Music (MUS 125)	3
Introduction to Music and Its Literature (MUS 201, 202, 203)	9
Option B: Musicianship I (MUS 111, 112, 113)	12

History and Literature 6 credits

At least two courses chosen from the following:
 Music in World Cultures (MUS 258)
 The Music of Bach and Handel (MUS 351)
 The Classic Symphony and Sonata (MUS 352)
 Survey of Opera (MUS 353)
 Introduction to 20th-Century Music (MUS 354)
 History of Jazz (MUS 355)

Performance 6 credits

Performance Studies for Music
 Minors (MUP 365) 2-4
 Performance ensembles 2-4

Electives 3 credits

Baccalaureate Degrees

- Bachelor of Arts (B.A.) in Music
- Bachelor of Science (B.S.) in Music
- Bachelor of Music (B.Mus.):
 - a. Performance
 - b. Composition
 - c. Music Theory
 - d. Emphasis on Music Merchandising
- Bachelor of Music (B.Mus.) in Music Education:
 - a. Instrumental
 - b. Choral-General
 - c. Combined Instrumental-Choral
 - d. State Handicapped Learner Endorsement

Admission

To be admitted applicants must demonstrate sufficient competence in a primary medium of performance. Auditions can be scheduled by correspondence. Auditions for fall term admission are in March and June. Details on repertory, procedure, etc. are available upon request. Applicants who are unable to arrange an on-campus audition may submit a tape recording. Applicants in composition must call or write a member of the composition faculty.

Applicants must also take a diagnostic examination dealing with fundamental concepts and skills. Although this examination is not used in determining admission, it is critical for guidance in course assignments. Study guidelines for the examination are available upon request.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble. Some degrees require participation in specific ensembles.

It is also a general requirement that students enrolled in studio instruction be concurrently enrolled in an ensemble.

Enrollment in a conducted ensemble must be preceded by an audition. The auditions are given by a faculty committee charged with the responsibility of assigning students to ensembles. These assignments take into account the student's preference and level of ability, the value of diversity, and the needs of the school's ensembles. The decisions also presume that priority will be given to the University Orchestra, the Oregon Wind Ensemble, the University

Singers, and the University Jazz Lab Band I.

Note: Except for keyboard and guitar students, students enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

General Requirements

In addition to the general University requirements for baccalaureate degrees (see the **Registration and Academic Policies** section of this catalog), all undergraduate degrees in music require the following. **Note:** Music majors must earn a C or better in each of these courses.

	credits
Musicianship I (MUS 111, 112, 113)	12
Introduction to Music and Its Literature (MUS 201, 202, 203)	9
Musicianship II (MUS 221, 222, 223)	6
Analysis (MUS 224, 225, 226)	6
History of Music (MUS 361, 362, 363)	9

Note: Students are subject to the degree requirements stated in the catalog for the academic year of their admission to the School of Music. If there are subsequent changes in requirements, students may choose between the initial and most recent set of requirements but not a mixture of the two.

Specific Degree Requirements

In addition to general University requirements and the general requirements for all undergraduate music degrees, each undergraduate music degree has the following specific requirements. **Note:** Detailed checklists for all degrees are available upon request.

BACHELOR OF ARTS IN MUSIC

1. Studio instruction: at least three terms.
2. Ensemble: at least six terms.
3. 9 credits in either History of Western Art (ARH 204, 205, 206) or World Literature (ENG 107, 108, 109).
4. Senior project: a scholarly work, performance, or composition. Enroll in Reading and Conference (MUS 405). Consult adviser for details and procedure.

Note: All B.A. degrees require 36 credits in literature and language and proficiency in a foreign language (see **Registration and Academic Policies**).

BACHELOR OF SCIENCE IN MUSIC

1. Studio instruction: at least three terms.
2. Ensemble: at least six terms.
3. Senior project: a scholarly work, performance, or composition. Enroll in Reading and Conference (MUS 405). Consult adviser for details and procedure.

Note: All B.S. degrees require 36 credits in either science or social science. In addition, newly enrolled students with fewer than 30 credits must meet a mathematics competency requirement (see **Registration and Academic Policies**).

BACHELOR OF MUSIC: PERFORMANCE

1. Studio instruction: at least 36 credits including three terms at the 400 level.
2. Ensemble: at least twelve terms.
3. Electives: at least 5 credits in upper-division MUS courses.
4. At least 121 music credits including required and elective courses.
5. Senior recital: Enroll in Reading and Conference: Recital (MUS 405); consult studio teacher for details.

Singers:

Proficiency in piano: sight reading, transposing, accompanying; consult studio teacher for details.

Proficiency in French, German, Italian: if all three, equivalent to completion of one college year in each; if two of the three, equivalent to two years in one language and one year in the other.

Pianists:

Six of the twelve terms of ensemble must be in Chamber Ensemble (MUS 194, 394).

Piano Pedagogy I and II (MUE 471, 472), Practicum (MUE 409).

Candidates specializing in combined woodwinds are subject to special requirements; consult studio teacher for details and procedures.

BACHELOR OF MUSIC: COMPOSITION credits

1. Ensemble: at least nine terms.
2. Composition I, II, III (MUS 240, 241, 242, 340, 341, 342, 440, 441, 442) . . . 27
3. Instrumental Conducting I, II (MUS 387, 388) 4
4. Advanced Analysis (MUS 430, 431, 432) 6
5. 18th-Century Counterpoint (MUS 433) . . . 2
6. Fugue I, II (MUS 434, 435) 4
7. Scoring for Voices and Instruments (MUS 439) 3
8. Proficiency in piano at the 200 level or above, or proficiency in piano and another instrument at the 100 level or above.
9. At least 121 music credits including electives and required courses.
10. Senior recital: a public performance of compositions written by the student under the guidance of the composition faculty.
11. Final approval of the student's recital and general qualifications by the composition faculty.

BACHELOR OF MUSIC: MUSIC THEORY credits

1. Studio instruction: at least 18 credits including at least three terms at the 200 level or above.
2. Ensemble: at least nine terms.
3. 18th-Century Counterpoint (MUS 433) 2
4. Fugue I, II (MUS 434, 435) 4
5. Composition I (MUS 240, 241, 242) . . . 9
6. Scoring for Voices and Instruments (MUS 439) 3
7. Advanced Analysis (MUS 430, 431, 432) 6
8. At least 6 credits from Seminar (MUS 407), Fugue II (MUS 435), Sacred Choral Music (MUS 457), Music for Chamber Ensemble (MUS 461, 462, 463), Piano Literature (MUS 464, 465, 466), Solo Vocal Music (MUS 467, 468, 469), Orchestral Music (MUS 470, 471, 472), History of Opera (MUS 473, 474, 475), Organ Music (MUS 476), or Wind-Instrument Music (MUS 477).
9. At least 121 music credits including electives and required courses.
10. Senior lecture-recital: enroll in Reading and Conference (MUS 405); consult adviser for details.
11. Final approval of the student's lecture-recital and general qualifications.

BACHELOR OF MUSIC: EMPHASIS ON 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. 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.

BACHELOR OF MUSIC IN MUSIC EDUCATION: INSTRUMENTAL**credits**

1. Studio instruction: at least 18 credits including 6 at the 300 level or above (string, wind, or percussion instrument).
2. Ensemble: at least eleven terms (including two terms of marching band for woodwind, brass, and percussion specialists).
3. Instrumental Conducting I, II (MUS 387, 388), Choral Conducting for Instrumental Majors (MUS 389) 6
4. Orientation to Music Education (MUE 326) 3
5. Instrumental Teaching Strategies (MUE 414), Teaching Methods: Instrumental (MUE 411) 5
6. Scoring for Voices and Instruments (MUS 439) 3
7. Voice Pedagogy (MUE 391) 1
8. Instrumental Techniques (MUE 392) 8
9. Classroom Instruments (MUE 425) 2
10. Practicum (MUE 409) 3
11. Proficiency in piano equivalent to completion of three terms of MUP 141 or above.
12. Student teaching (ELED 415, SEED 417), 15 credits, student teaching seminar (MUE 407), 1 credit.
13. Human Development and Group Processes (EPSY 321) and Learning and Assessment in Education (EPSY 322).
14. Completion of courses in College of Education required for certification to teach in secondary schools.
15. Minimum cumulative grade point average of 2.50; grades of C or better in courses listed above; at least two terms in residence.

Note: Admission to the teacher certification program requires faculty approval.

BACHELOR OF MUSIC IN MUSIC EDUCATION: CHORAL-GENERAL**credits**

1. Studio instruction: at least 18 credits.
Pianists: competence in piano equivalent to completion of three terms at the 200 level or above and competence in voice equivalent to completion of three terms at the 144 level or above.
Singers: competence in voice equivalent to completion of three terms at the 200 level or above and competence in piano equivalent to completion of three terms at the 141 level or above.
2. Ensemble: at least eleven terms.
3. Choral Conducting I, II (MUS 384, 385) and Instrumental Conducting for Choral Majors (MUS 386) 6

4. Orientation to Music Education (MUE 326) 3
5. Teaching Methods (MUE 412, 413) 6
6. Scoring for Voices and Instruments (MUS 439) 3
7. Choral Materials for Schools (MUE 444) 2
8. Instrumental Techniques (MUE 392), one term each in woodwinds, brass, and strings 3
9. Voice Pedagogy (MUE 391) 1
10. Classroom Instruments (MUE 425) 2
11. Practicum (MUE 409) 3
12. Student teaching (ELED 415, SEED 417), 15 credits, and student teaching seminar (MUE 407), 1 credit 16
13. Human Development and Group Processes (EPSY 321) and Learning and Assessment in Education (EPSY 322) 6
14. Completion of courses in the College of Education required for certification to teach in secondary schools.
15. Minimum cumulative grade point average of 2.50; grades of C or better in courses listed above; at least two terms in residence.

Note: Admission to teacher certification program requires faculty approval.

BACHELOR OF MUSIC IN MUSIC EDUCATION: COMBINED INSTRUMENTAL-CHORAL

The requirements for this degree are the same as those for either the instrumental or the choral-general program with the following exceptions:

1. Studio instruction: at least 18 credits; competence in major performance medium equivalent to completion of three terms at the 200 level or above.
2. Ensemble: at least eleven terms including three in an instrumental ensemble and three in a choral ensemble
3. Three of the following four courses in Teaching Methods: MUE 411, 412, 413, 414
4. Instrumental techniques: 3-8 credits, to be determined in conference with an adviser

BACHELOR OF MUSIC EDUCATION IN MUSIC EDUCATION: STATE HANDICAPPED LEARNER ENDORSEMENT

The requirements for this degree are commensurate with those for either the choral-general or combined instrumental-choral programs for the B.Mus. in Music Education. See also the Handicapped Learner Endorsement Program in the Teacher Education section of this catalog.

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 the fifth year or master's degree program. The endorsement requires a minimum of 36 credits or demonstrated competence and prepares one to teach the mildly handicapped, mildly retarded, learning disabled, and behaviorally disordered. The endorsement requires a basic or standard secondary teaching certificate.

The applicant must be accepted into the handicapped learner endorsement program and must have completed student teaching in music prior to taking any of the required practica.

Master's Programs**Master's Degrees**

Master of Arts (M.A.) in Music:

- a. Music History
- b. Music Theory

Master of Arts (M.A.) in Music Education

Master of Music (M.Mus.) in Music Education

Master of Music (M.Mus.):

- a. Choral Conducting
- b. Composition
- c. Performance and Music Literature
- d. Performance in Early Keyboard Instruments
- e. Performance in Woodwind or Brass Instruments
- f. Piano Pedagogy

General Admission Procedures

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 primary-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 primary 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.

Additional Admission Requirements

Choral Conducting. Minimum of two years of successful conducting experience supported by letters of recommendation, tapes, and programs; piano proficiency examination.

Composition. Demonstration of substantial ability and technical skill in composition by submitting to the composition faculty scores and tapes of original works for large and small ensembles. 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. Proficiency to enter MUP 341-362 in voice or on an instrument taught at the University.

Music History. Proficiency to enter MUP 541-562 in voice or on an instrument taught at the University.

Music Theory. Proficiency to enter MUP 541-562 in voice or on an instrument taught at the University.

Performance and Music Literature. Proficiency to enter MUP 571-594. Prospective voice specialists must also have piano proficiency in sight reading, transposing, and accompanying sufficient to enter MUP 271.

Performance in Early Keyboard Instruments. None.

Performance in Woodwind or Brass Instruments. Proficiency to enter MUP 581-590 in primary instrument. Proficiency to enter MUP 521-530 in two secondary instruments.

Piano Pedagogy. Proficiency to enter MUP 541.

Entrance Examinations

All entering graduate students admitted into a master's or premaster's degree program are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions thereof) are required to complete prescribed courses by the end of their second term of enrollment.

Note: Students in the planned fifth-year certification program are exempt from these examinations.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students enrolled in studio instruction must be concurrently enrolled in an ensemble.

Enrollment in a conducted ensemble must be preceded by an audition. The auditions are given by a faculty committee charged with the responsibility of assigning students to ensembles. These assignments take into account the student's preference and level of ability, the value of diversity, and the needs of the school's ensembles. Priority is given to the University Orchestra, Oregon Wind Ensemble, University Singers, and University Jazz Lab Band I.

Note: Except for keyboard and guitar students, students enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

Degree Requirements

In addition to Graduate School requirements (see that section of this catalog) for master's degrees, each degree program listed below has the following specific requirements:

**MASTER OF ARTS IN MUSIC:
MUSIC HISTORY**

1. Studio instruction: at least three terms.
2. Ensemble: at least three terms.
3. Research Methods in Music (MUS 511), 3 credits.
4. Four of the following six courses: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th-Century (MUS 565).
5. At least 9 credits in music history or theory seminars (MUS 407G, 507).

6. Electives in music history or theory or appropriate area outside music; recommended courses are MUS 458-477, 543, 544, 589, or additional seminars (MUS 407G, 507).
7. A total of at least 48 graduate credits.
8. Thesis (MUS 503), 9 credits.
9. Language requirement: reading proficiency in a foreign language (usually German) demonstrated by two years of successful undergraduate study or by passing an examination. **Note:** Language courses taken to meet this requirement are not included in the 48 total credits.
10. Completion requirements: defined in consultation with the adviser; normally an oral examination on the thesis.

MASTER OF ARTS: MUSIC THEORY

1. Studio instruction: at least three terms.
2. Ensemble: at least three terms.
3. Research Methods in Music (MUS 511), 3 credits.
4. Three of the following six courses: Music in the Middle Ages (MUS 560), Music in the Renaissance (MUS 561), Music in the Baroque Era (MUS 562), Music in the Classical Period (MUS 563), Music in the Romantic Era (MUS 564), Music in the 20th-Century (MUS 565).
5. At least 6 credits in music theory or history seminars (MUS 407G, 507).
6. Electives in music theory or history or appropriate area outside music; recommended courses are MUS 458-477, 543, 544, or additional seminars (MUS 407G, 507).
7. A total of at least 48 graduate credits.
8. Thesis (MUS 503), 9 credits.
9. Language requirement: reading proficiency in a foreign language (usually German) demonstrated by two years of successful undergraduate study or by passing an examination. **Note:** Language courses taken to meet this requirement are not included in the 48 total credits.
10. Completion requirements: defined in consultation with the adviser; normally an oral examination on the thesis.

**MASTER OF ARTS OR MASTER OF MUSIC:
MUSIC EDUCATION**

Candidates are required to establish a primary and a supporting area of study.

Primary Areas:

- Music in Elementary Education
- Music in Secondary Education
- Instrumental Conducting and Literature
- Choral Conducting and Literature

Supporting Areas:

- Music Supervision
- Performance Studies
- Research
- Composition
- Music History and Literature
- Theory-Musicianship

Note: Other areas of interest within or outside the School of Music can be arranged (consult adviser and Graduate Committee).

1. Ensemble: at least three terms.
2. Studio instruction: at least three terms.
3. Music in School and Society (MUE 532), 3 credits.
4. Seminar: Music Education (MUE 507), 3 credits.
5. Research Methods in Music (MUS 511), 3 credits.

6. At least 6 credits in music history, theory, or composition at the 400G level or above.
7. At least 9 credits in courses related to the primary area at the 400G level or above.
8. At least 9 credits in courses related to the supporting area at the 400G level or above.
9. Electives (chosen with adviser) within or outside School of Music at 400G level or above to complete 48 graduate credits.
10. Courses as needed in expository writing.
11. For M.A. degree: reading proficiency in a foreign language (usually German); see Graduate School section of catalog.
12. Completion requirements—one of the following:
 - a. 9 credits in Thesis (MUS 503) and oral examination.
 - b. Major project (2-4 credits) and oral examination.
 - c. Recital (if studio instruction is 500 level or above) and oral examination.

MASTER OF MUSIC: CHORAL CONDUCTING

1. Studio instruction: at least three terms of voice.
2. Ensemble: at least three terms of choral ensemble.
3. Advanced Instrumental Conducting (MUS 486), 3 credits.
4. Research Methods in Music (MUS 511), 3 credits.
5. Practicum: Advanced Choral Conducting (MUS 509), 6 credits.
6. Reading and Conference: Choral Literature (MUS 505), 9 credits.
7. Workshop: Advanced Choral Analysis (MUS 485), Workshop: Advanced Choral Performance (MUS 508), 12 credits.
8. At least 6 credits in music history selected from MUS 561-565.
9. Electives selected from Scoring for Voices and Instruments (MUS 439), Advanced Vocal Pedagogy (MUS 491), Baroque Performance Practices (MUS 589), Collegium Musicum (MUS 591).
10. Three consecutive terms in residence, excluding summer sessions.
11. A total of at least 54 graduate credits.
12. Completion requirements:
 - a. Conduct at least two public performances of choral ensembles (faculty approval required).
 - b. Final oral examination.

MASTER OF MUSIC: COMPOSITION

1. Ensemble: at least three terms.
2. Advanced Composition Studies (MUS 540, 541, 542), 6 credits.
3. Research Methods in Music (MUS 511), 3 credits.
4. Seminar: Composition (MUS 507), 3 credits.
5. At least 6 credits in music history selected from MUS 561-565.
6. At least 10 credits selected from:
 - Advanced Keyboard Harmony (MUS 425)
 - Score Reading (MUS 426, 427).
 - Scoring for Voices and Instruments (MUS 439).
 - Advanced Analysis (MUS 430, 431, 432).
 - Synthesizer Techniques (MUS 443).
 - Electronic Synthesizer Laboratory (Mus 444).
 - Advanced Choral Conducting (MUS 485).
 - Advanced Instrumental Conducting (MUS 486).

Advanced Pedagogy: Musicianship (MUE 491).

Advanced Pedagogy: Composition (MUE 491).

Seminar: Advanced Aural Skills (MUS 407G).

Performance Studies (MUP 541-562).

7. At least two courses (4 credits) outside the School of Music at the 400M level or above.
8. Music electives, selected in consultation with the adviser, to complete at least 50 graduate credits.
9. Proficiency in piano at the 200 level or above or proficiency in piano and another instrument at the 100 level or above.
10. Thesis (MUS 503): a composition of substantial dimension, composed under the guidance of a member of the composition faculty, performed, and recorded.
11. Public performance of works composed under the guidance of a member of the composition faculty (faculty approval required for graduation).
12. Final oral examination reviewing the thesis.

MASTER OF MUSIC: PERFORMANCE AND MUSIC LITERATURE

This option is available in piano, harpsichord, organ, voice, harp, violin, viola, cello, oboe, flute, clarinet, bassoon, trumpet, trombone, horn, tuba, saxophone, string bass, and percussion.

1. Studio instruction: at least 12 credits from MUP 571-594.
2. Ensemble: at least three terms.
3. Research Methods in Music (MUS 511), 3 credits.
4. Collegium Musicum (MUS 591), 1 credit.
5. At least 12 credits of seminars or courses in music history or literature at the 400G level or above.
6. At least 17 credits of electives at the 400G level or above and chosen in consultation with the adviser.
7. A total of at least 48 graduate credits.
8. A public recital.
9. Completion requirements: a final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Pianists: Piano Literature (MUS 464, 465, 466).

Singers: competence in Italian, French, and German equivalent to two years of college study in one language and one year of college study in each of the other two.

MASTER OF MUSIC: PERFORMANCE IN EARLY KEYBOARD INSTRUMENTS

This degree requires specialization in two or more of the following: clavichord, harpsichord, fortepiano, organ.

1. Studio instruction: at least 12 credits selected from MUP 572, 573, 593, 594 (as applicable).
12 credits on secondary instruments selected from MUP 372, 373, 393, 594 or higher (as applicable).
2. Ensemble: at least three terms.
3. Collegium Musicum (MUS 591), 1 credit.
4. Research Methods in Music (MUS 511), 3 credits.
5. At least 12 credits in seminars or courses in music history or literature at the 400G level or above.
6. At least 17 credits of electives at the 400G level or above and chosen in consultation with the adviser.
7. A total of at least 48 graduate credits.
8. Two public recitals.

9. Final oral examination with emphasis on history, literature, and pedagogy related to the performance media.

MASTER OF MUSIC: PERFORMANCE IN WOODWIND OR BRASS INSTRUMENTS

1. Studio instruction: at least 9 credits in MUP 581-590 in primary instrument.
2. Studio instruction: at least 3 credits in MUP 521-530 in each secondary instrument.
3. Ensemble: at least three terms.
4. Collegium Musicum (MUS 591), 1 credit.
5. Research Methods in Music (MUS 511), 3 credits.
6. Wind-Instrument Music (MUS 477G), 3 credits.
7. Advanced Pedagogy: Woodwind or Brass (MUE 491G), 3 credits.
8. At least 12 credits in seminars or courses in music history or literature at the 400G level or above.
9. At least 8 credits of electives at the 400G level or above and chosen in consultation with the adviser.
10. A total of at least 48 graduate credits.
11. Complete public recital of both solo and ensemble music on the primary instrument, and a performance of a substantial composition on each of the two secondary instruments during a public student recital.
12. Final oral examination with emphasis on woodwind or brass history, literature, and pedagogy.

MASTER OF MUSIC: PIANO PEDAGOGY

1. Studio instruction in piano: at least 12 credits at the 541 level or above.
2. Ensemble: at least three terms.
3. Research Methods in Music (MUS 511), 3 credits.
4. Piano Literature (MUS 464G, 465G, 466G), 9 credits.
5. Piano Pedagogy I (MUE 471G), 3 credits, Piano Pedagogy II (MUE 472G), 3 credits, taken with Practicum (MUE 409G or 509), Piano Pedagogy III (MUE 473G), 3 credits, Advanced Pedagogy: Piano (MUE 491G), 3 credits.
6. At least three terms of Practicum (MUE 409G or 509), 1 credit each term.
7. At least 6 credits in seminars or courses in music history or literature.
8. At least 7 credits in electives at the 400G level or above and chosen in consultation with the adviser.
9. A total of at least 52 graduate credits.
10. Project and short recital (at least thirty minutes performing time).
11. Final oral examination.

Doctoral Programs

Doctoral Degrees

Doctor of Musical Arts (D.M.A.) with primary and supporting areas in:

- a. Composition
- b. Music Education
- c. Music History
- d. Music Theory
- e. Performance

Doctor of Education (D.Ed.) with a primary area in music education (College of Education).

Doctor of Philosophy (Ph.D.) with a primary area in music education (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. Additional details are available upon request from the School of Music office.

Admission Procedures

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, 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) General Tests, both Verbal and Quantitative; the GRE Music Test; and the Miller Analogies Test (MAT).
 - d. A recent sample of the applicant's scholarly writing, such as a term paper, and recent copies of concert or recital programs.
 - e. For students choosing either a primary or a 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 music teaching. 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 doctoral or predoctoral program are required to take entrance examinations in musicianship and music history before their first term of enrollment. These examinations are given on or before the first day of registration each term. Students who do not pass the examinations (or portions thereof) must complete prescribed courses by the end of their second term of enrollment.

Formal Admission

Formal admission is accomplished by appearing before the Graduate Committee during the second or third term of residence (not including summer session). Students must meet this requirement to be permitted to enroll for subsequent terms. Further information about formal admission is available from the graduate secretary, School of Music.

Program Requirements

Ensemble Requirements

Each degree requires a minimum number of terms of ensemble, and some require participation in specific ensembles.

Students enrolled in studio instruction must be enrolled concurrently in an ensemble.

Enrollment in a conducted ensemble must be preceded by an audition. The auditions are given by a faculty committee charged with the responsibility of assigning students to ensembles. These assignments take into account the student's preference and level of ability, the value of diversity, and the needs of the school's ensembles. Priority is given to the University Orchestra, Oregon Wind Ensemble, University Singers, and University Jazz Lab Band I:

Note: Except for keyboard and guitar students, students enrolled in a chamber ensemble must be concurrently enrolled in an assigned conducted ensemble.

General Degree Requirements

In addition to the Graduate School's requirements for doctoral degrees, the School of Music has the following general requirements:

1. Ensemble: at least three terms.
2. Concept Development in College Music Teaching (MUE 540, 541, 542).
3. Research Methods in Music (MUS 511).
4. Advanced Pedagogy (MUE 491G): two terms, one each in primary and supporting areas.
5. Supervised College Music Teaching (MUE 502): two terms, one each in primary and supporting areas.
6. At least two courses or seminars in music history or theory, chosen from MUS 407G or the 500 level.
7. At least two courses from MUS 560-565.
8. At least 9 credits in courses outside music, chosen in consultation with the faculty adviser and excluding elementary language courses.
9. Proficiency in a foreign language, preferably German. Students with a primary or supporting area in voice must demonstrate proficiency in French, German, and Italian equivalent to two years of college study in one language and one year of study in each of the other two.

Note: Reading and Conference, Thesis, and Research are available during the summer session on a limited basis.

Specific Option Requirements

In addition to the general requirements of the Graduate School and School of Music for doctoral degrees, the following are specific requirements for the various primary and supporting areas.

COMPOSITION, PRIMARY

1. Advanced Pedagogy: Musicianship (MUE 491G), one term; if the supporting area is other than musicianship, this term is in addition to the one term required in the supporting area.
2. Courses in composition chosen with a faculty adviser, 20 credits including thesis.
3. Courses outside the School of Music, chosen with a faculty adviser, 3 credits 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 credits.
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 in Music (MUS 513).
2. Seminar: Thesis Organization (MUE 507).
3. Statistical Methods in Physical Education (PEP 540, 541) or equivalents.
4. Studio instruction, three terms.
5. Thesis (MUE 503), 18 credits.
6. Minimum of 15 credits in additional graduate MUE courses.

MUSIC EDUCATION, SUPPORTING

1. Research Methods in Music (MUS 513).
2. Statistical Methods in Physical Education (PEP 540) or equivalent.
3. Studio instruction, three terms.
4. At least 9 credits 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, PRIMARY

1. Collegium Musicum (MUS 591), three terms.
2. MUS 560-565, all six courses.
3. At least three terms in music history or theory seminars (MUS 407G, 507).
4. Notation of Medieval and Renaissance Music (MUS 543, 544), 6 credits.
5. Performance Practice before 1800 (MUS 589), 3 credits.
6. Seminar: Thesis Organization (MUE 507).
7. Thesis (MUS 503), 18 credits.
8. Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University campus.

MUSIC HISTORY, SUPPORTING

1. At least three terms in music history or theory seminars (MUS 407G, 507).
2. MUS 560-565, all six courses.

MUSIC THEORY, PRIMARY

1. Collegium Musicum (MUS 591), three terms.
2. At least three terms selected from MUS 560-565.
3. At least three terms in music history or theory seminars (MUS 407G, 507).
4. Advanced Analysis (MUS 430-432G), three terms.
5. At least three courses selected from 18th-Century Counterpoint (MUS 433G), Fugue I, II (MUS 434, 435G), Advanced Keyboard Harmony (MUS 425G), Score Reading (MUS 426, 427G).

6. Seminar: Thesis Organization (MUE 507).
7. Thesis (MUS 503), 18 credits.
8. Two public lecture-demonstrations or lecture-recitals (subject to faculty approval) on the University campus.

MUSIC THEORY, SUPPORTING

1. At least three terms of music theory and history seminars (MUS 407G, 507).
2. At least three courses selected from MUS 560-565.
3. At least three courses selected from MUS 425G, 426-427G, 433-435G.

PERFORMANCE, PRIMARY

1. Studio Instruction (MUP 671-694), six terms, 24 credits.
2. Seminar: Thesis Organization (MUE 507).
3. Thesis (MUS 503), 18 credits, focusing on some aspect of the performance medium.
4. Three public performances on the University campus (subject to prerecital approval by a faculty jury), one of which must be a solo recital.

PERFORMANCE, SUPPORTING

1. Studio Instruction (MUP 641-661), three terms, 12 credits.
2. Two public performances (subject to prerecital approval by a faculty jury), one of which must be a solo recital.

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 from 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 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.

Time Limit

Doctoral students have seven years from the beginning of their first year in residence to complete the degree. Prior to the end of the seven-year period all course work, the comprehensive examinations, any required recitals, and the dissertation must be satisfactorily completed. If the period is exceeded, an additional year of residence or a new set of comprehensive examinations, or both, will be

required. In addition, doctoral students must complete the degree within three years after advancement to candidacy.

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

The School of Music curriculum is divided into three general categories, each designated by a specific prefix:

MUS: Music Courses and Ensembles

MUE: Music Education

MUP: Performance Studies

Courses in Music (MUS)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

111, 112, 113 Musicianship I (4,4,4) Elementary study of musical structure emphasizing the acquisition of descriptive and analytical capacity as well as skill in performing, composing, and listening.

125 Basic Music (3) Elementary study of terms and notational symbols; designed to develop elementary competence in performing from notation and in notating musical ideas. For nonmajors.

191 Collegium Musicum (1R) Study of music repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Entrance by audition. Owen.

194 Chamber Ensemble (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, pianists, and singers. Prereq: audition, instructor's consent. **R** for a maximum of 6 credits.

195 Band (1-2R) Marching Band, fall term only, 2 credits; Oregon Wind Ensemble, 1 credit fall, 2 credits winter and spring; Eugene-University Wind Ensemble, 1 credit fall, winter, spring; Symphonic Band, winter and spring only, 1 credit; Pep Band, winter only, 1 credit. Prereq: audition for Oregon Wind Ensemble and Eugene-University Wind Ensemble; interview for Marching Band, Symphonic Band, and Pep Band. **R** for a maximum of six terms. Bennett.

196 Orchestra (1-2R) University Symphony Orchestra, 2 credits; University Sinfonietta, 1 credit. **R** for a maximum of six terms. Mabrey, Maves.

197 Chorus (1-2R) University Singers, Chamber Choir, Vocal Jazz Ensemble, 2 credits; University Chorale, Laboratory Chorus, 1 credit. Prereq: audition, instructor's consent. **R** for a maximum of six terms. Clark, Miller, Saltzman, Stone.

199 Special Studies (1-3)

200 SEARCH (1-3)

201, 202, 203 Introduction to Music and Its Literature (3,3,3) Cultivation of understanding and intelligent enjoyment of music through a study of its elements, forms, and historical styles. Separate sections for majors and nonmajors. Martin, Tubb.

221, 222, 223 Musicianship II (2,2,2) A continuation of MUS 111, 112, 113. Prereq: MUS 113 or equivalent. Healey, Hurwitz, Kammerer, Mabrey, Owen.

224, 225, 226 Analysis (2,2,2) Basic techniques of analyzing melody, harmony, rhythm, and form in music from various periods and cultures. Prereq: MUS 113 or equivalent; coreq: MUS 221, 222, 223. Hurwitz, Trombley.

240, 241, 242 Composition I (3,3,3) Introduction to musical composition. Problems of notation, scoring for instruments, basic concepts of form; emphasis on student's own beginning creative work. Prereq: MUS 113, 203 or equivalents and instructor's consent. Healey, Owen, Tubb.

258 Music in World Cultures (3) Survey of music from Africa, Asia, and the oral traditions of Europe and the Americas; the styles and functions of music in many cultures.

Upper-Division Courses

321, 322 Music Fundamentals (2,2) Music notation and terminology; learning musical rudiments through singing simple songs; introduction to simple melodic, rhythmic, and harmonic instruments. Not open to music majors; required in elementary education program. Laboratory fee required. Harrison, R. Moore.

340, 341, 342 Composition II (3,3,3) Composition and public performance of small works for piano, voice, and small ensembles. Prereq: MUS 242, instructor's consent. Healey, Owen, Tubb.

351 The Music of Bach and Handel (3) Selected compositions by Bach and Handel such as organ chorale, cantata, oratorio, opera, and mass; cultural context in Germany, France, Italy, and England for the development of their styles. Primarily for nonmajors. Prereq: sophomore standing.

352 The Classic Symphony and Sonata (3) Symphonies and sonatas by Haydn, Mozart, and Beethoven; elements of style in the Viennese classic period and its legacy in the 19th century. Primarily for nonmajors. Prereq: sophomore standing.

353 Survey of Opera (3) *Le nozze di Figaro*, *Carmen*, *Otello*, *Tristan und Isolde*, *Pelléas et Melisande*, and *The Rake's Progress* as masterpieces fusing theatrical and musical modes of dramatic expression. Primarily for nonmajors. Prereq: sophomore standing.

354 Introduction to 20th-Century Music (3) Evolution and revolution in musical style since Debussy and Mahler; selected masterpieces by such composers as Stravinsky, Bartók, Schoenberg, Copland, and Varèse. Primarily for nonmajors. Prereq: sophomore standing.

355 History of Jazz (3) Survey covering all periods of jazz from the turn of the century to the present. 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. Prereq: sophomore standing. Stone.

361, 362, 363 History of Music (3,3,3) Intensive study of the history of Western music from its beginnings to the present. Primarily for degree candidates in music. Prereq: MUS 203, 223, 226 or equivalents.

384, 385 Choral Conducting I, II (2,2) Conducting techniques with emphasis on practical application to choral organizations; score reading; analysis and interpretation of choral music. Conducting experience with laboratory chorus. Prereq: MUS 223, 226 or equivalents and instructor's consent. Clark, Saltzman.

386 Instrumental Conducting for Choral Majors (2) Transposition and instrumental conducting techniques. Third term in the conducting sequence for choral majors. Prereq: MUS 385, MUE 392 (one term), and instructor's consent. Bennett, Mabrey.

387, 388 Instrumental Conducting I, II (2,2) Baton techniques with emphasis on practical applications to instrumental organizations; score reading; general problems of the conductor of large instrumental ensembles. Conducting experience with laboratory ensembles. Prereq: MUS 223, 226, MUE 392 (one term) or equivalents and instructor's consent. Bennett, Mabrey.

389 Choral Conducting for Instrumental Majors (2) Choral conducting techniques. Third term in the conducting sequence for instrumental majors. Prereq: MUS 388 and instructor's consent. Clark, Saltzman.

391 Collegium Musicum (1R) Repertoire of the medieval, Renaissance, and baroque periods through rehearsals and extensive sight-reading; vocal and instrumental repertoire. Prereq: audition. Owen.

392 Small Jazz Ensembles (1R) Improvisatory group. Study of current and past small-group jazz performances. Prereq: audition, interview with instructor, full-year commitment. Kammerer.

393 Jazz Laboratory Band (1R) Large ensembles performing progressive jazz-rock repertoire. Performances on campus and at jazz festivals. Improvisation as well as repertoire study. Prereq: audition, full-year commitment. Williams.

394 Chamber Ensemble (1R) Study of music through small-group rehearsal. For string and wind instrument players, percussionists, pianists, and singers. Prereq: audition, instructor's consent.

395 Band (1-2R) See MUS 195 for available bands. **R** for a maximum of 6 terms. Prereq: audition, instructor's consent. Bennett, Paul.

396 Orchestra (1-2R) University Orchestra, University Sinfonietta. **R** for a maximum of six terms. Prereq: audition, instructor's consent. Mabrey, Maves.

397 Chorus (1-2R) See MUS 197 for available choruses. **R** for a maximum of six terms. Prereq: audition, instructor's consent. Clark, Miller, Saltzman, Stone.

398 Opera Workshop (2R) Traditional and contemporary repertoire for the musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Prereq: instructor's consent. Breidenthal.

Note: Courses designated (M) or (G) may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (1-4)

407 (G) Seminar (Arr) 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.

408 Workshop (Arr) Studies of various topics at a level beyond that available in regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents and both instructor's and dean's consent.

410 (G) Experimental Course (Arr)

411 (G) Percussion Master Class (1R) Techniques of percussion ensemble, performance, education methods, instrument construction, mallet construction. Limited to percussion specialists and music education majors. Dowd.

425 (G) Advanced Keyboard Harmony (2) Realization of figured bass notation in the light of baroque performance practices. Prereq: MUS 223, 226 or instructor's consent. Owen.

426, 427 (G) Score Reading (2,2) Analysis of musical scores of composition for small and large ensembles involving transposition of parts; use of the piano as a means of studying ensemble scores. Maves.

430, 431, 432 Advanced Analysis (2,2,2) Advanced analytical techniques, especially those developed by Heinrich Schenker and Felix Salzer, applied to music of all periods and styles. Prereq: MUS 223, 226, Bergquist.

433 (G) 18th-Century Counterpoint (2) Study of contrapuntal techniques through analysis and composition. Prereq: MUS 222, 226 or equivalents and instructor's consent. Owen.

434 (G) Fugue I (2) Contrapuntal techniques of the 18th century through analysis and composition. Prereq: MUS 433 and instructor's consent. Owen.

435 (G) Fugue II (2) Continuation of 434; contrapuntal techniques of the 19th and 20th centuries through analysis and composition. Prereq: MUS 434 and instructor's consent. Owen.

439 (G) Scoring for Voices and Instruments (3) Techniques of arranging and scoring for various types of choral and instrumental groups. Prereq: MUS 223, 226. Maves.

440, 441, 442 (G) Composition III (3,3,3) Composition and public performance of works including large or chamber ensembles. Prereq: MUS 342 and instructor's consent.

443 (G) Synthesizer Techniques (3) Basic principles and techniques of music synthesis; laboratory experience using the Moog and Arp synthesizers and other related equipment in the electronic music studio of the School of Music. \$7.50 fee. Prereq: instructor's consent. Owen.

444 (G) Electronic Synthesizer Laboratory (1)

Individual laboratory experience with electronic synthesizers and related equipment. \$15.00 fee. Prereq: instructor's consent. Healey.

450 (M) Listening with Understanding (3) Introduction to perceptive listening through experiencing and analyzing various types of music; collateral reading and class discussion. Not open to music majors or students with credit in MUS 201, 202, 203.

455, 456 (G) Lyric Diction (3,3) Fundamentals of pronunciation of Italian, German, French, and English with emphasis on the singer's approach to performance. Use of International Phonetic Alphabet (IPA) in analysis and transcription of song and opera texts. 455: Italian and German; 456: French and English. Need not be taken in sequence. Breidenthal.

457 (G) Sacred Choral Music (3) 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.

458 (M) Music in World Cultures (3) Not offered 1984-85.

461, 462, 463 (G) Music for Chamber Ensemble (2,2,2) Basic repertory for string quartet and other ensembles using piano and strings; emphasis on listening and analysis. Prereq: MUS 363. Hladky.

464, 465, 466 (G) Piano Literature (3,3,3) Solo piano music from J. S. Bach to the present; original works for four hands and for two pianos; the concerto; emphasis on style as it affects performance. Prereq: MUS 363. Thal.

467, 468, 469 (G) Solo Vocal Music (2,2,2) Solo songs with accompaniment; the lute air and Purcell; 19th-century art songs in Germany and France; 20th-century British, American, and continental song literature; development of bases for artistic performance and sound critical judgment through study of text, voice, and accompaniment. Prereq: MUS 363. Miller.

470, 471, 472 (G) Orchestral Music (2,2,2) Major types of orchestral music from the 18th to the 20th century; dance suite, symphony, tone poem, descriptive suite, pieces for string orchestra. Prereq: MUS 363.

473, 474, 475 (G) History of Opera (2,2,2) Critical study of the musical and dramatic content of operas forming the standard international repertoire. 473: antiquity to Mozart; 474: Mozart to Verdi; 475: Wagner to the present. Prereq: MUS 363. Miller.

476 (G) Organ Music (3) The organ in church and concert; organ repertoire from the 15th century to the present. Prereq: MUS 363. Hamilton.

477 (G) Wind Instrument Music (3) Music for wind instruments and band from the 16th century to the present. Emphasis on style and performance practice and on the development of bases for critical judgment in the selection of wind instrument and band music. Prereq: MUS 363.

485 (G) Advanced Choral Conducting (3) Refinement of choral conducting techniques; study of musical scores from contemporary and earlier periods with emphasis on analysis, interpretation, and rehearsal procedures. Review of organizational and administrative procedures for choral organizations. Prereq: MUS 384, 385, 386. Saltzman.

486 (G) Advanced Instrumental Conducting (3) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Prereq: MUS 387, 388 or equivalents.

Graduate Courses

Note: Research, Thesis, and Reading and Conference are available only on a limited basis to graduate students enrolled during summer sessions.

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (1-4) Individual study of topics beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic and instructor's and dean's consent.

507 Seminar (Arr) Studies of various topics at an advanced level, offered periodically according to

student and faculty interest and availability. For topics see MUS 407.

510 Experimental Course (Arr)

511, 512, 513 Research Methods in Music (3,3,3) 511: use of reference, research, and bibliographical sources in music. 511 is prerequisite to either 512, a consideration of research methods in music history and theory, or 513, a consideration of experimental research including problem identification, research design, influencing variables, research tools, and the interpretation of data in relation to the teaching of music. Bergquist, Hurwitz, Martin.

533, 534 20th-Century Counterpoint (2,2)

Techniques of present-day contrapuntal practice; application in larger contrapuntal forms. Prereq: MUS 434.

540, 541, 542 Advanced Composition Studies (2,2,2) Studio instruction in composition. Prereq: MUS 442 or instructor's consent; coreq: Composition Seminar (MUS 507). Healey, Owen, Tubb.

543, 544 Notation of Medieval and Renaissance Music (3,3) Representative examples of notational systems and practices in Western European polyphony from 900 to 1600. Bergquist.

560 Music in the Middle Ages (3) 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.

561 Music in the Renaissance (3) 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.

562 Music in the Baroque Era (3) 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.

563 Music in the Classical Period (3) Sources of classical style and their culmination in the Viennese high classical style of Haydn, Mozart, and Beethoven. Dramatic forms and procedures in opera. Bergquist. Not offered 1984-85.

564 Music in the Romantic Era (3) 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.

565 Music in the 20th Century (3) 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 1984-85.

589 Performance Practices before 1800 (3) Introduction to 17th- and 18th-century performance practices; investigation of primary sources; comparative study of recorded examples; preparation of a performing edition, class demonstrations. Trombley.

591 Collegium Musicum (1R) See MUS 391 for additional information.

592 Small Jazz Ensembles (1R) See MUS 392 for additional information.

593 Jazz Laboratory Band (1R) See MUS 393 for additional information.

594 Chamber Ensemble (1R) See MUS 394 for additional information.

595 Band (1-2R) See MUS 195 for additional information.

596 Orchestra (1-2R) See MUS 196 for additional information.

597 Chorus (1-2R) See MUS 197 for additional information.

598 Opera Workshop (2R) See MUS 398 for additional information.

Courses in Music Education (MUE)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

199 Special Studies (1-3)

200 SEARCH (1-3)

Upper-Division Courses

325 Orientation to Music Education (3) 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.

383 Music Methods for Elementary Teachers (3) Planning and organizing musical activities for elementary school children; opportunities for presenting and testing ideas and techniques. Laboratory fee. Prereq: MUS 321, 322. Harrison, R. Moore, van Rysselberghe.

391 Voice Pedagogy (1R) Vocal techniques for chorus, studio, and class instruction. Methods and materials for adolescent and mature soloists. Bailey.

392 Instrumental Techniques (1R) Elementary instruction in pedagogy and performance of various instruments. Sections in strings, woodwinds, brass, percussion, flute, clarinet and saxophone, oboe and bassoon, trumpet, trombone, horn, violin and viola, and cello. Primarily for music education majors. \$3.00 instrument rental fee per term.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

405 Reading and Conference (1-4) Individual study of topics at a level beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents and both instructor's and dean's consent.

407 (G) Seminar (1-3) Studies of various topics at an advanced level, offered periodically according to student and faculty interest and availability.

408 (G) Workshop (Arr) Not offered every year.

409 (G) Practicum (1-4) Supervised experience in guiding learning activities. Prereq: instructor's and dean's consent.

410 (G) Experimental Course (Arr)

411 Teaching Methods: Instrumental (3) Precedes student teaching. Consideration of the concerns of music teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. To be taken after completing as many instrumental technique classes as possible. Doerksen.

412 Teaching Methods: Elementary Choral and General (3) Precedes student teaching. Music teachers in the elementary school. Observations, procedures, instructional materials; planning and teaching lessons for analysis and criticism. Coreq: Practicum: Elementary School Music (MUE 409). Laboratory fee. Harrison, R. Moore.

413 Teaching Methods: Secondary Choral and General (3) See MUE 411 for details.

414 Instrumental Teaching Strategies (2) Learning comprehensive musicianship through orchestra and band performance in a laboratory setting. Performance on primary and secondary instruments, conducting, developing teaching strategies with goals and objectives. May be taken prior to MUE 411. Doerksen.

419 Senior Colloquium in School Music (3) The interrelationships among the various areas of music. To be taken in the last term of the senior year.

425 Classroom Instruments (2) Basic performing skills on the recorder and guitar; advanced strumming techniques on the autoharp. Laboratory fee. Prereq: instructor's consent. Harrison, R. Moore.

426 The General Music Program: Elementary (3) Musical development of children from nursery through elementary school; curriculum, methods, materials, and evaluation.

427 (G) The General Music Program: Secondary (3) Objectives, procedures, instructional materials, and evaluation of music programs for the general student in both junior and senior high schools.

444 (G) Choral Materials for Schools (2) 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.

445 (G) String Materials for Schools (2) Repertoire for orchestra and other string instrument groups in elementary and secondary schools; problems of leadership presentation, organization, and program planning. Prereq: instructor's consent.

446 (G) Wind Instrument Materials for Schools (2) Repertoire for bands and other wind instrument groups in elementary and secondary schools; problems of leadership, presentation, and organization. Prereq: instructor's consent. J. R. Moore.

447 (G) Psychology of Music (3) Functions of the musical mind; knowledge and intellectual skills related to mature perception; implications for the teaching of music. Prereq: EPSY 322 or equivalent.

471 (G) Piano Pedagogy I: Fundamentals of Teaching (3) Basic processes of piano teaching. Observation of individual, group, and laboratory instruction at all levels of student proficiency. Allen.

472 (G) Piano Pedagogy II: Pre-Piano and Beginning Piano Study (3) Processes and materials for teaching children during the first three years of piano study. Group and individual teaching experiences. Prereq: MUE 471; coreq: MUE 409 or 509. Allen.

473 (G) Piano Pedagogy III: Teaching Teenagers and Adults (3) Processes and materials for teaching older beginners and intermediate students. Group, individual, and laboratory teaching experiences. Prereq: MUE 471; coreq: MUE 409 or 509. Allen.

491 (G) Advanced Pedagogy (3R) Sections in brass, college music education courses, composition, piano, history, musicianship, percussion, string instruments, voice, woodwinds. **R** for maximum of 9 credits.

Graduate Courses

501 Research (Arr) Prereq: instructor's and dean's consent. P/N only.

502 Supervised College Music Teaching (Arr) Doctoral students only.

503 Thesis (Arr) Prereq: instructor's consent. P/N only.

505 Reading and Conference (1-4R) Individual study of topics beyond the availability of regularly scheduled courses. Prereq: completion of all regularly scheduled courses related to the topic or equivalents and instructor's consent.

507 Seminar (Arr) Recent topics are History of U.S. Music Education, General Seminar in Music Education, Thesis Organization, and New Trends in Music Education.

509 Practicum (1-4) Professionally related experience on campus or elsewhere, with supervision by a qualified expert both in planning and in carrying out the project. Prereq: knowledge and competence both in the substance of the activity and in curricular planning, instructor's and dean's consent.

510 Experimental Course (Arr)

532 Music in School and Society (3) The nature of various musical experiences and responses in contemporary society; 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.

533 Music in the Elementary School (3) Curricula, materials, and procedures of teaching general music in the elementary school. Harrison.

534 Music in the Junior High School (3) Current concerns and philosophies related to music in the junior high school and in the life of its students.

535 Music in the Senior High School (3) Curricula, organizations, methods, and materials in senior high school music, both vocal and instrumental.

536 Administration of School Music (3) Principles underlying a sound policy in the administration of school music programs; budgets, personnel, curriculum, facilities.

538 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

540, 541, 542 Concept Development in College Music Teaching (3,3,3) Developing knowledge, skills, and attitudes useful for teaching music; exploring their relationship to selected current principles of educational psychology, instructional techniques, tests and measurements. Doctoral students only. Prereq: instructor's consent. Martin.

Courses in Performance Studies (MUP)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

100 Basic Performance Studies (2R) Class piano. Prereq: instructor's consent. P/N only.

101-107 Basic Performance Studies (2R) 101: voice, 102: strings, 103: woodwinds, 104: brass, 105: percussion, 106: guitar, 107: recorder. P/N only. Prereq: instructor's consent. **R** for maximum of 6 credits.

131, 132, 133 Basic Performance Class Piano (2,2,2) First-year sequence for students with little or no piano background. Reading on the grand staff, technique, improvisation, ensemble and solo repertoire, playing by ear, adding simple accompaniments. Music majors only.

141-162 Intermediate Performance Studies (2R) Instruction in performance for students with minimal previous training. 141: piano, 142: harpsichord, 143: organ, 144: voice, 145: violin, 146: viola, 147: cello, 148: bass, 149: harp, 150: guitar, 151: flute, 152: oboe, 153: clarinet, 154: saxophone, 155: bassoon, 156: trumpet, 157: French horn, 158: trombone, 159: baritone horn, 160: tuba, 161: percussion, 162: recorder. P/N only. Prereq: audition, instructor's consent. **R** for maximum of 6 credits. Extra fee.

171-194 Performance Studies (Studio Instruction) (2-4R) First level of lower-division studio instruction. Technique and style of artistic performance. 171: piano, 172: harpsichord, 173: organ, 174: voice, 175: violin, 176: viola, 177: cello, 178: bass, 179: harp, 180: guitar, 181: flute, 182: oboe, 183: clarinet, 184: saxophone, 185: bassoon, 186: trumpet, 187: French horn, 188: trombone, 189: baritone, 190: tuba, 191: percussion, 192: recorder, 193: fortepiano, 194: clavichord.

200 SEARCH (1-3)

231, 232, 233 Intermediate Performance Class Piano (2,2,2) Chords, harmonization, transposition, and playing by ear. Closed- and open-score reading. Improvisation in classical and 20th-century traditions. Solo and ensemble repertoire from baroque, classical, romantic, and contemporary periods. Music majors only.

271-294 Performance Studies (Studio Instruction) (2-4R) Second level of lower-division study. 271: piano, 272: harpsichord, 273: organ, 274: voice, 275: violin, 276: viola, 277: cello, 278: bass, 279: harp, 280: guitar, 281: flute, 282: oboe, 283: clarinet, 284: saxophone, 285: bassoon, 286: trumpet, 287: French horn, 288: trombone, 289: baritone, 290: tuba, 291: percussion, 292: recorder, 293: fortepiano, 294: clavichord. Prereq: instructor's consent, proficiency equivalent to completion of 100 level.

Upper-Division Courses

341-362 Performance Studies (Studio Instruction) (2-4R) Upper-division study for qualified degree candidates specializing in other than performance. 341: piano, 342: harpsichord, 343: organ, 344: voice, 345: violin, 346: viola, 347: cello, 348: bass, 349: harp, 350: guitar, 351: flute, 352: oboe, 353: clarinet, 354: saxophone, 355: bassoon, 356: trumpet, 357: French horn, 358: trombone, 359: baritone, 360: tuba, 361: percussion, 362: recorder. Prereq: jury audition, instructor's consent; proficiency equivalent to completion of 200 level.

365 Performance Studies for Music Minors (2-4R) Studies in a variety of performance areas for the student seeking a music minor. Extra fee.

371-394 Performance Studies (Studio Instruction) (2-4R) First level of upper-division study for degree candidates. 371: piano, 372: harpsichord, 373: organ, 374: voice, 375: violin, 376: viola, 377: cello, 378: bass, 379: harp, 380: guitar, 381: flute, 382: oboe, 383: clarinet, 384: saxophone, 385: bassoon, 386: trumpet, 387: French horn, 388: trombone, 389: baritone, 390: tuba, 391: percussion, 392: recorder. Prereq: jury audition, instructor's consent, proficiency equivalent to completion of MUP 271-294.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

400 SEARCH (1-3)

410 Experimental Course (Arr)

471-494 Performance Studies (Studio Instruction) (2-4R) Second level of upper-division study for degree candidates preparing a recital. 471: piano, 472: harpsichord, 473: organ, 474: voice, 475: violin, 476: viola, 477: cello, 478: bass, 479: harp, 480: guitar, 481: flute, 482: oboe, 483: clarinet, 484: saxophone, 485: bassoon, 486: trumpet, 487: French horn, 488: trombone, 489: baritone, 490: tuba, 491: percussion, 492: recorder, 493: fortepiano, 494: clavichord. Prereq: instructor's consent, proficiency equivalent to completion of MUP 371-394.

Graduate Courses

510 Experimental Course (Arr)

511-532 Performance Studies (Studio Instruction) (2R) Beginning study for graduate students in a secondary performance medium. 511: piano, 512: harpsichord, 513: organ, 514: voice, 515: violin, 516: viola, 517: cello, 518: bass, 519: harp, 520: guitar, 521: flute, 522: oboe, 523: clarinet, 524: saxophone, 525: bassoon, 526: trumpet, 527: French horn, 528: trombone, 529: baritone, 530: tuba, 531: percussion, 532: recorder. Prereq: instructor's consent, jury audition in primary performance medium to demonstrate proficiency required for admission to MUP 341-362 or 371-394. **R** for maximum of 6 credits.

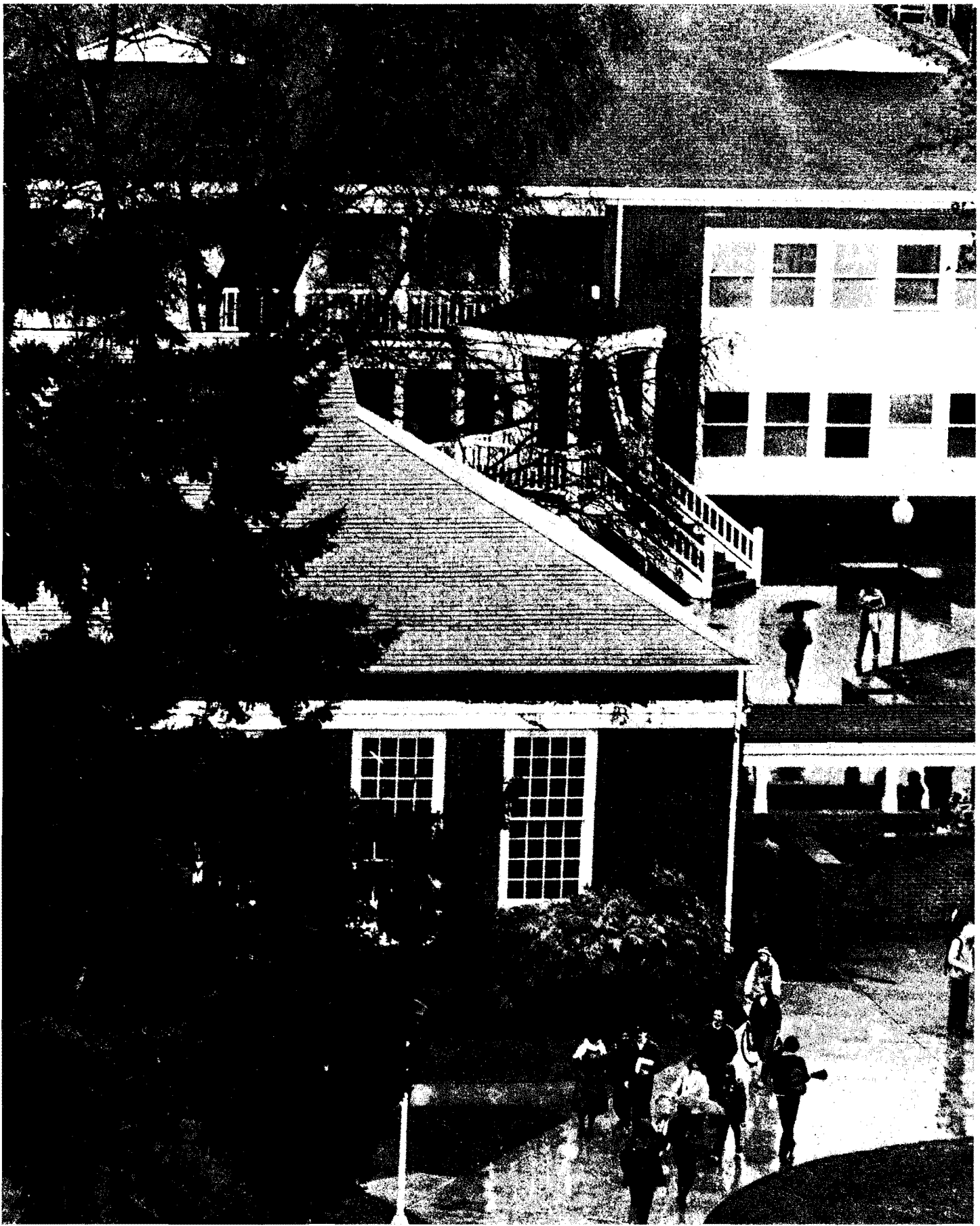
541-562 Performance Studies (Studio Instruction) (2-4R) Graduate-level study for degree candidates specializing in other than performance. 541: piano, 542: harpsichord, 543: organ, 544: voice, 545: violin, 546: viola, 547: cello, 548: bass, 549: harp, 550: guitar, 551: flute, 552: oboe, 553: clarinet, 554: saxophone, 555: bassoon, 556: trumpet, 557: French horn, 558: trombone, 559: baritone, 560: tuba, 561: percussion, 562: recorder. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 271-294. **R** for maximum of 12 credits.

571-594 Performance Studies (Studio Instruction) (2-4R) Master's level study for degree candidates specializing in performance. 571: piano, 572: harpsichord, 573: organ, 574: voice, 575: violin, 576: viola, 577: cello, 578: bass, 579: harp, 580: guitar, 581: flute, 582: oboe, 583: clarinet, 584: saxophone, 585: bassoon, 586: trumpet, 587: French horn, 588: trombone, 589: baritone, 590: tuba, 591: percussion, 592: recorder, 593: fortepiano, 594: clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 471-494.

641-661 Performance Studies (Studio Instruction) (2-4R) Doctoral level study for degree candidates with a supporting area in performance. 641: piano, 642: harpsichord, 643: organ, 644: voice, 645: violin, 646: viola, 647: cello, 648: bass, 649: harp, 650: guitar, 651: flute, 652: oboe, 653: clarinet, 654: saxophone, 655: bassoon, 656: trumpet, 657: French horn, 658: trombone, 659: baritone, 660: tuba, 661: percussion. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 571-594, sufficient talent and experience to justify the undertaking of performance as a supporting area.

671-694 Performance Studies (Studio Instruction) (2-4R) Doctoral level study for degree candidates with a primary area in performance. 671: piano, 672: harpsichord, 673: organ, 674: voice, 675: violin, 676: viola, 677: cello, 678: bass, 679: harp, 680: guitar, 681: flute, 682: oboe, 683: clarinet, 684: saxophone, 685: bassoon, 686: trumpet, 687: French horn, 688: trombone, 689: baritone, 690: tuba, 691: percussion, 692: recorder, 693: fortepiano, 694: clavichord. Prereq: instructor's consent, jury audition to demonstrate proficiency at completion of MUP 571-594, sufficient talent and experience to justify the undertaking of performance as a primary area.





Special Academic Opportunities

Most of the University curriculum is described under departments and programs within sponsoring colleges or schools. Additional courses are available in the areas listed below.

Academic Learning Services

Courses in Academic Learning Services (ALS)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

101 Introduction to University Study (3) Academic orientation to the University with emphasis on critical questioning and analytical skills. Analysis of the historical background, organizational and functional structure, and goals and rationale for the University curriculum.

409 Supervised Tutoring (1-4R) R for maximum of 6 credits.

509 Supervised Tutoring (1-4R) R for maximum of 6 credits.

For more information, contact

David Hubin, Director
Learning Resources Center
5 Friendly Hall
Telephone 686-3226

Foreign Study Courses in Overseas Centers (OCTR)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

411 Oregon Studies Center in Germany (Baden-Württemberg) (Arr)

412 Oregon Studies Center in France (Poitiers) (Arr)

413 Oregon Studies Center in Japan (Waseda) (Arr)

414 Oregon Studies Center in Italy (Perugia) (Arr)

415 Oregon Studies Center in Japan (Aoyama Gakuin) (Arr)

416 (G) International Music Education Program (England) (Arr)

450 Oregon Studies Center in Norway (Bergen) (Arr)

451 Oregon Studies Center in The Netherlands (Nijenrode) (Arr)

452 Oregon Studies Center in Sweden (Linköping) (Arr)

453 Oregon Studies Center in Denmark (Copenhagen) (Arr)

454 Oregon Studies Center in Spain (Seville) (Arr)

455 (G) Oregon Studies Center in England (Liverpool) (Arr)

456 Oregon Studies Center in China (Beijing) (Arr)

457 (G) Oregon Studies Center in China (Xian) (Arr)

For more information, contact

Paul Primak, Foreign Study Adviser
Office of International Services
330 Oregon Hall
Telephone 686-3206

Interdisciplinary Studies

Graduate-level interdisciplinary studies (IST) courses are listed in the Graduate School section of this catalog.

Labor Education and Research

154 Prince Lucien Campbell Hall
Telephone 686-5054
Emory F. Via, Director

Faculty

James J. Gallagher, B.A., Associate Professor. B.A., 1961, California, Berkeley.

Steve Hecker, M.S.P.H., Assistant Professor; Coordinator, 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.

Marcus Widenor, M.A., Assistant Professor. B.A., 1974, Antioch; M.A., 1976, Massachusetts.

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 through Labor Education and Research Center (LERC)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

401 (M) Research (Arr)

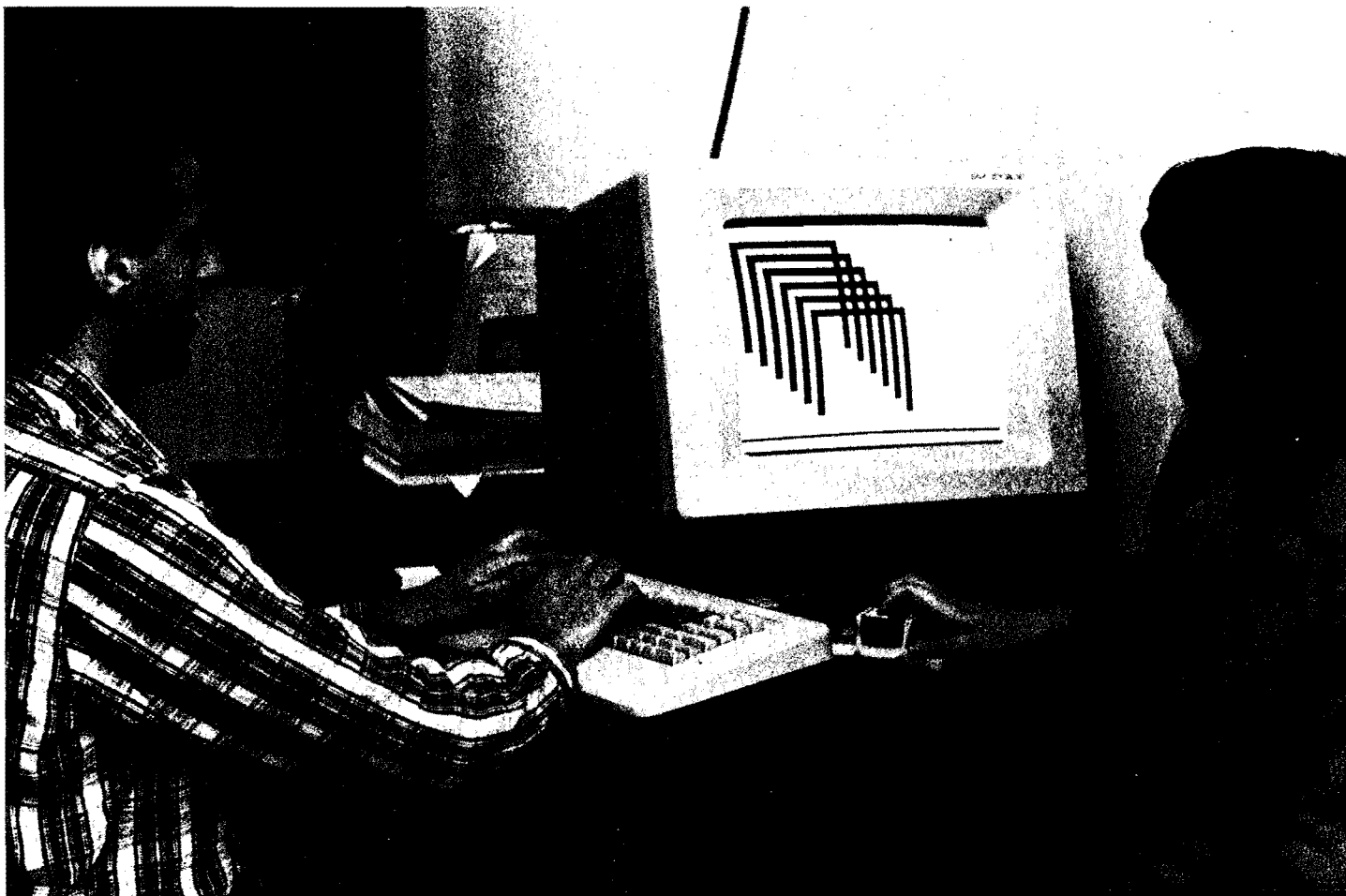
405 (M) Reading and Conference (Arr)

406 (M) Supervised Field Study (Arr) Supervised activity related to areas such as labor education, local union administration, and job safety and health.

407 (M) Seminar (Arr) Only a few seminars can be offered each year; recent topics are Protective Labor Legislation, Contemporary Labor Problems, Occupational Safety and Health Issues, Selected Issues in Public Employment Relations, Workers' Compensation, Role of Unions in the U.S., and Unions and Politics.

408 (M) Workshop (Arr)

410 (M) Experimental Course (Arr)



Library

113 Library
Telephone 686-3056
George W. Shipman, University Librarian

Courses in Library (LIB)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

127 Use of the Library (3) Initial training in the use of library materials and services and in elements of bibliographic form. Designed to help undergraduates use the library effectively.

199 Special Studies (1-3R) Subject-related library resources. Topics include Use of the Science Library and Use of Business and Economics Library Resources. Not offered every year.

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

405 (M) Reading and Conference (Arr) Guidance in library-related or intensive bibliographic research not

offered elsewhere. Supervised by trained librarian with subject expertise.

407 (M) Seminar (Arr) Library resources and bibliography in specific subject fields; instructional use of library-related equipment and techniques. Topics include Computer-Based Reference, Education Library Resources, and Teaching Effectively with Audiovisual Media.

410 (M) Experimental Course (Arr)

441 (M) History of the Book (3) Development of the book from earliest times to the present: alphabet and scripts, manuscript books, printing, production and distribution, relation to social conditions. Birn, Morrison. Not offered every year; subject matter sometimes covered in HUM 407.

481, 482, 483 (M) Introductory Practice in Archives (3,3,3) Archival practices and problems; current trends in federal, state, local, business, church, and university archives; archival processing and research. Prereq: senior or graduate standing; open to juniors with instructor's consent. Richard.

Graduate 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 Oregon residents. For additional information, see the Library Science, Preparatory section of this catalog and inquire at the Office of Academic Advising and Student Services, 164 Oregon Hall.

For information on library faculty, facilities, and resources, see the University Library section of this catalog.

Microcomputer Laboratories

333 Oregon Hall
Telephone 686-4231
Curt Lind, Director

The following courses are offered through the Continuation Center. For individual titles and descriptions, see departmental sections of this catalog. In addition, numerous noncredit courses are offered. Call for more information.

Courses Offered

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

AAA 199 Special Studies (1-3)

BE 199 Special Studies (1-3)

CI 199 Special Studies (1-3)

CIS 199 Special Studies (1-3)

Upper-Division Courses

Note: Courses designated **(M)** or **(G)** may be taken for graduate credit.

EDPM 407 Seminar (Arr)

CI 410 (G) Experimental Course (Arr)

Graduate Studies

ACTG 510 Experimental Course (Arr)

DSC 510 Experimental Course (Arr)

For more information on the Continuation Center, see that section of this catalog.

Military Science

1679 Agate Street

Telephone 686-3102

Richard L. Meredith, Department Head

Faculty

Thomas M. Boyd, B.S., Assistant Professor; Major, U.S. Army. B.S., 1977, Southern Mississippi.

Raymond A. Cantrell, B.A., Assistant Professor; Major, U.S. Army. B.A., 1966, Brigham Young.

Phillip J. McManus, Jr., M.A., Assistant Professor; Major, U.S. Army. B.B.A., 1964, Hofstra; M.A., 1972, Alabama.

Richard L. Meredith, Professor; Lieutenant Colonel, U.S. Army. B.S., 1963, Oregon State; M.A., 1971, Illinois.

Special Staff

David Cavender, Principal Drill Instructor; Master Sergeant, 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 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 credits each. They provide advanced leadership, tactics, and ethics education. A minimum of one written project is completed each term.

Extracurricular Activities

The department supports the activities of a number of cadet organizations such as 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 in Military Science (MIL)

Arr: credits to be arranged

Coreq: corequisite

P/N: Pass/No pass

Prereq: prerequisite

R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

Lower-Division Courses

121, 122, 123 Military Science I (1,1,1) Land navigation; basic first aid; introduction to terms, organization, and equipment.

199 Special Studies (1-3)

221, 222, 223 Military Science II (1,1,1) Basic military units, structure, and organization; small-unit tactics and group dynamics; leadership assessment and development.

Upper-Division Courses

321, 322, 323 Military Science III (3,3,3) Leadership; tactics and communication; leadership in small groups.

405 Reading and Conference (Arr) Supervised individualized study covering portions of MIL 121-123, 221-223, 321-323, or 411-413. Total credit earned in these sequences and in MIL 405 may not exceed 24 credits. Prereq: instructor's consent.

410 Experimental Course (Arr)

411, 412, 413 Military Science IV (3,3,3) Staff and command functions in the military; leadership, professional ethics; military justice.

The U.S. Army supports Reserve Officers Training Corps (ROTC) programs at colleges and universities throughout the country. Students who take military science courses may also participate, by contractual arrangement with the Department of the Army, in the process that leads to a commission as a second lieutenant in the U.S. Army. During the period

of enrollment in the advanced phase of training leading to a commission, each cadet must take War and the Modern World (HST 216). Courses in human behavior management and written communication are also required. These courses satisfy group requirements for a baccalaureate degree.

The army sponsors two-, three-, and four-year scholarships. These are awarded by the army on a competitive basis to students who seek a commission. Those interested in pursuing a commission or scholarship or both should contact

Lt. Col. Richard L. Meredith
1679 Agate Street
Eugene, Oregon 97403
Telephone 686-3102

Off-Campus Study

Aerospace Studies

Students interested in obtaining an officer's commission in the U.S. Air Force upon graduation may join the Air Force Reserve Officers Training Corps (ROTC) unit at Oregon State University (OSU). The student may major in any field while in the ROTC program. Undergraduate credits may be earned at OSU without payment of additional tuition and transferred to the University of Oregon as electives. See the statement on Concurrent Enrollment in the Registration and Academic Policies section of this catalog. For more information, contact

Air Force ROTC
308 McAlexander Fieldhouse
Oregon State University
Corvallis, Oregon 97331
Telephone 1-754-3291



Graduate School

125 Chapman Hall
Telephone 686-5128

Shirley L. Menaker, Dean
Toby J. Deemer, Assistant to the Dean
for Academic Administration

Graduate Council

Shirley L. Menaker, Dean and Chair, ex officio

Warren Brown, Management
Lorraine G. Davis, School and Community Health
Miriam M. Johnson, Sociology
Carolyn Keutzer, Psychology
James Lemert, Journalism
William G. Loy, Geography
Randall S. Moore, Music
Steven Vigna, Biology

Advanced Degrees

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

Specific program requirements for the majority of these degrees appear in the departmental sections of this 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
Classical 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.

Creative Writing: M.F.A.
English and American Literature
English Linguistics
Expository Writing

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.

Telecommunication and Film: M.A., M.S.,
Ph.D.

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.I.Arch.

Art Education: M.A., M.S., D.Ed., Ph.D. (D.Ed. and Ph.D. degrees granted by College of Education)

Art History: M.A., Ph.D.

Fine and Applied Arts: M.F.A.

Ceramics: M.F.A.

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:
 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.
 Business Statistics
 Production Operations Management
 Finance: M.A., M.S., M.B.A., Ph.D.
 Business Economics
 Real Estate
 Management: M.A., M.S., M.B.A., Ph.D.
 Human Resources Management: Ph.D.
 Organization and Management: Ph.D.
 Strategic Management
 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
 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
 Magazine
 News-Editorial
 Public Relations
 Radio-Television

School of Music

Music: M.Mus.
 Choral Conducting
 Composition
 Performance
 Performance and Music Literature
 Performance on Early Keyboard Instrument
 Performance with a Group
 Major in Woodwind or Brass Instruments
 Piano Pedagogy
 Music: M.A.
 Music History
 Music Theory
 Music: D.M.A.
 Composition
 Music History
 Performance
 Musicianship and Theory
 Music Education: M.A., M.Mus., 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 credits of graduate course work, the Graduate School may inquire as to the reason and recommend that a decision on the student's status be made as soon as possible.

A former University of Oregon student must be admitted formally to the Graduate School in the same way as a student from any other college or university. A student who has been admitted and wants to change 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 do not need to send 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. For more information see Undeclared Graduate Classifications under General Requirements and Policies, below.

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 08540.

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 English Institute. For further information write to the American English 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 (M)

Upper-division courses that may be taken for graduate minor or service-course credit or may, if approved, 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; credits are arranged according to the amount of work to be completed. Certain numbers are reserved for special types of work: 501 Research or other supervised original work; 503 Thesis; 505 Reading and Conference; 506 Field Studies or Special Problems; 507 Seminar; 508 Workshop, Special Topics, or Colloquium; 509 Practicum, Terminal Project, or Supervised Tutoring; 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 credits 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.).



General Requirements and Policies

Course Registration Requirements and Limits

A graduate student may register for up to 16 credits of graduate or undergraduate course work. Also included in the 16-credit 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.

Graduate students working for an advanced degree must be enrolled continuously until all requirements for the degree are completed (see Continuous Enrollment). Furthermore, those using any campus services or facilities must register for a number of credits that compensates for the credits spent using faculty assistance (or other services or facilities) with a minimum of 3 credits of graduate work per term. This includes students who are only taking comprehensive or final examinations, presenting recitals or terminal projects, or receiving degrees.

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

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

Course Enrollment for Faculty and Staff

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.

Joint-Campus Program

Graduate students at the University may, with adviser and departmental approval, take graduate courses at any of the other institutions in the Oregon State System of Higher Education. A student registers for these courses with the University of Oregon registrar, who records the grade on the transcript with the symbol JC 510. The student must be a matriculated UO graduate student in an advanced degree

program and registered for regular UO courses the same term the JC 510 course is taken. A maximum of 15 credits may be applied toward a graduate degree program. Forms are available in the Office of the Registrar.

WICHE Regional Graduate Programs

The Western Interstate Commission for Higher Education (WICHE) coordinates a regional graduate exchange program to enable students from Alaska, Idaho, Montana, and Washington to apply for admission to selected professional programs and, if admitted, to be treated as resident students for tuition purposes.

University of Oregon WICHE programs and degrees are in molecular biology, Ph.D. (Aaron Novick, Institute of Molecular Biology); neurosciences, Ph.D. (Michael Menaker, Institute of Neuroscience); historic preservation, M.S. (Wilmot G. Gilland, School of Architecture and Allied Arts); and physical education and human movement studies, Ph.D., D.Ed. (Michael Ellis, Department of Physical Education and Human Movement Studies).

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 \$25.00 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, Practica, and Experimental Courses (401, 403, 405, 408, 409, 410 and 501, 503, 505, 508, 509, 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 requirements, students must maintain at least a 3.00 grade point average (GPA) in all graduate courses taken in

the degree program. Grades of D or F for graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (No pass) is neither accepted for graduate credit nor computed in the GPA.

A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades—regardless of the GPA—is considered unsatisfactory. The dean of the Graduate School, after consultation with the student's major department, may drop the student from the Graduate School, thus terminating the student's degree program.

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

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 Incomplete by submitting a petition (stating the course requirements that were not initially completed) signed by the instructor to the dean of the Graduate School for approval. This policy (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) credits 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 examinations 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 credits 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 eligible.

The Graduate School must receive the application by the last registration day in that term, as noted in the *Time Schedule of Classes*. On-leave status is granted for a specified time period 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. 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 1983-84 academic year was as follows:

Credits	Resident	Nonresident
3	\$275.00	\$ 413.00
4	\$345.00	\$ 529.00
5	\$414.00	\$ 644.00
6	\$484.00	\$ 760.00
7	\$553.00	\$ 875.00
8	\$628.00	\$ 996.00
9-16	\$698.50	\$1,114.50
Each credit 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 and Completion Procedures for Graduate Degrees* (available at the Graduate School) for more information.

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. Excerpts from the applicable section of the manual are quoted below.

OREGON ADMINISTRATIVE RULES CHAPTER 580, DIVISION 10— BOARD OF HIGHER EDUCATION

Residence Classification

580-10-010 All students shall be classified by the several institutions for admissions and fee purposes as resident or nonresident students except students attending a summer session of an institution under the Board's control.

Nonresident Students

580-10-015 Except as modified by section 580-10-025(1) a nonresident student is defined as:

- (1) An unemancipated student whose parent or legal guardian resides outside of Oregon at the time of the student's registration; or
- (2) An emancipated student who has not met the residency requirements of section 580-10-025(4) 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.

Changes in Residence

580-10-025 (1) A student enrolling as an entering freshman after graduating from an Oregon high school with not less than one year of regular attendance shall be considered a resident student. If the student transfers to an institution outside of Oregon and later seeks to enroll again in an Oregon Department institution, the residence 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 by rule 580-10-030 shall pay a nonresident fee unless:

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

(b) The student does not attend an Oregon institution of higher education, either public or independent, including a community college, during any part of such six-month period. However, an emancipated student who does not establish an Oregon residence at least six months prior to initial registration at an Oregon institution, and who resides continuously in Oregon during twelve months, may be considered an Oregon resident for fee purposes if circumstances in the case meet the provisions of rule 580-10-030.

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

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

Determination of Residence

580-10-030 (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 abandonment of any prior out-of-state residence, 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.

Residence Classification of Federal Service Personnel

580-10-035 (1) A person in federal military service on a full-time basis is qualified for residence 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 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 of Aliens

580-10-040 (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.

Fellowships and Financial Aid

At the University of Oregon, financial aid is available through graduate teaching and research fellowships (GTFs), training grant stipends, scholarships, work-study, loans, and part-time jobs. 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 assis-

tants are represented by the Graduate Teaching Fellows Federation, AFT, Local 3544. Recruitment and selection follow established published procedures from departments and the provisions of the GTF contract. Details of appointment procedures are available from the departments of instruction. Reappointment is subject to departmental policy but is always contingent upon making satisfactory progress toward the degree.

Teaching Fellowships. Nearly all schools and departments award GTFs. In 1983-84 stipends for a .40 standard appointment ranged from \$4,464 to \$6,329 for the academic year. Appointments are at a minimum of a 0.20 FTE (full-time equivalent) position and a maximum of a 0.50 FTE position. GTFs must be enrolled in an advanced degree program and must register for and complete a minimum of 9 graduate credits per term. Audit hours do not count. Tuition is paid by the University for up to 16 credits per term. Failure to complete the minimum of 9 credits per term may disqualify an appointment. GTFs on nine-month teaching appointments who are designated for reappointment the following fall term may also have tuition paid during the summer.

Research Fellowships. A number of departments and schools employ graduate students to work on research projects under the supervision of faculty members for up to 15 credits 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 the 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. See the Financial Aid section of this catalog for information on available aid and application procedures.

International Students. Foreign students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are not normally allowed to work. However, if it is necessary for a dependent to work, students should write for assistance to the Office of International Services, 330 Oregon Hall, University of Oregon, Eugene, Oregon 97403 U.S.A.

Foreign students are eligible for the departmental teaching and research fellowships described above.

Master's Degrees

Master's degree candidates must fulfill the requirements of the Graduate School, which are listed below, and the additional requirements set by the school or department in which the degree is to be awarded. Consult the departmental sections 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 credits in courses approved for graduate credit.

As noted above, some departments require more than the 45-credit minimum. The credits must be taken after admission to the master's program (conditional or full) or approved by petition. Of the total, 24 must be in University of Oregon graded courses.

A minimum of 30 credits in the major are ordinarily required for a master's degree with a departmental major. In addition, there must be at least 9 credits in courses numbered 500-599 taken in residence. The grade point average (GPA) of all graded courses must be 3.00 or better.

Credit Requirements

Students working toward a 45-credit master's degree with thesis must register for a minimum of 36 credits of course work and 9 credits of Thesis (503). With departmental approval, up to 3 of the 9 credits of thesis may be taken in Research (501) instead. Credit for thesis and research is given on a Pass/No pass basis.

Second Master's Degree

Students earning the first master's degree from the University of Oregon may receive a second master's degree in another field by taking at least 30 graduate credits 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 credits). A Concurrent Master's Degree form is available in the Graduate School.

Time Limit

Students must complete all work for the master's degree within seven years, including transferred credits, thesis, and all examinations.

Residence and Enrollment Requirements

The Graduate School requires for a master's degree a minimum of 30 credits (applicable to degree requirements) taken at the Eugene campus over a minimum period of two terms. A second master's degree also requires a minimum of two terms of full-time study on the Eugene campus. Individual schools or departments may have additional residence require-

ments. 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 credits in a 45-credit master's degree program.
2. The courses must be relevant to the degree program as a whole.
3. The student's major department and the Graduate School must approve the transfer.
4. The grades earned must be A, B, or P.

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

Graduate credit is not allowed for correspondence courses.

Transfer of Baccalaureate Credit

Undergraduates who have passed graduate-level courses during their senior year at the University of Oregon—beyond all baccalaureate degree requirements—may apply up to 9 credits toward a master's degree (within the overall 15-credit maximum for transfer credit).

Credits in Research (501); Thesis (503); Reading and Conference (505); Workshops, Special Topics, or Colloquia (508); and Practica, Terminal Projects, or Supervised Tutoring (509) do not qualify.

Work in graded courses (B or better) and P/N courses (if accompanied by the instructor's statement that the work was of graduate quality) can count toward meeting all relevant University master's degree requirements, with departmental or school approval. A Transfer of Baccalaureate Credit form (available at the Graduate School) must be filed within two terms of acceptance into a master's degree program and within two years of earning the 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 under **General Requirements and Policies**, above). A maximum of 15 credits 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 maximum for transfer credit to a 45-credit 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 that for completing the foreign language for the Bachelor of Arts. (See Requirements for the Bachelor of Arts in the **Registration and Academic Policies** section of this catalog.) 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.

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 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 Master's Degree Requirements

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

Language requirement (criteria set by department)	M.A. only
Required minimum GPA	3.00
Thesis	9 credits*
Time limit for program completion	7 years
Total credit minimum	45 credits
Registration minimum per term	3 credits
Minimum graded credits	24 credits
Minimum 500-level credits in residence	9 credits
Minimum credits in major	30 credits**
Minimum credits in residence	30 credits
Department requirements	Specified by school/department

* The school or department specifies whether a thesis is mandatory or optional; however, a student writing a thesis must register for 9 credits of 503 Thesis (or 3 credits of 501 Research and 6 of 503 Thesis).

** Exceptions: College of Human Development and Performance, 24 credits for M.A. and M.S.

Interdisciplinary Master's Programs

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

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

Courses in Interdisciplinary Studies (IST)

Arr: credits to be arranged
Coreq: corequisite
P/N: Pass/No pass
Prereq: prerequisite
R: repeatable for credit

Note: See Registration and Academic Policies for Definitions, Course Prefixes, Course Numbering System, and Sample Course Listings.

501 Research (Arr) P/N only.

503 Thesis (Arr) P/N only.

505 Reading and Conference (Arr)

506 Special Studies (Arr)

507 Seminar (Arr) Current topics are Industrial Relations, Administration of Justice and Corrections, and Asian Studies.

508 Asian Studies Colloquium (Arr)

509 Terminal Project (Arr)

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. Esherrick; Corrections, Kenneth Viegas and Martin Acker; Environmental Studies, John H. Baldwin; Industrial Relations, Eaton H. Conant; Teacher's Program and Individualized Program, Shirley L. Menaker.

The requirements for an M.S. degree in interdisciplinary studies are the same as those for a departmental master's degree, except those requirements relating to major or minor fields. For the M.A. degree, the student must show a reading knowledge of a foreign language either by examination (Graduate Student Foreign Language Test minimum score of 440) or by adequate undergraduate courses (satisfactory completion of the second-year college course). As with all work for the master's degree, demonstration of language competency must be within the overall seven-year time limit.

Interdisciplinary Studies: Individualized Program. The Individualized Program is the University's most flexible interdisciplinary program leading to M.A. and M.S. degrees. The program is intended to meet the needs of students with specific, well-articulated goals that cannot be reached through established departmental programs. Although considerable flexibility is allowed in program design, the program must be composed of existing graduate courses from approved master's degree programs in three separate professional



schools, in three departments within the College of Arts and Sciences, or in a combination of three programs from separate professional schools and the College of Arts and Sciences. By vote of its faculty, counseling psychology may not be used as a department in an IS:IP program.

The Individualized Program (IS:IP) requires a total of at least 54 graduate credits. A minimum of 15 graduate credits in each of the three areas of concentration plus 9 credits for an integrated terminal project or thesis which the student and three advisers determine during the course of study.

Additional guidelines in the IS:IP program include the following:

1. No more than three 400-level courses labeled (M) in the *General Catalog* or in the *Time Schedule of Classes* may be used for graduate credit.
2. A maximum of 15 credits may be used from practicum, field studies, research, and reading and conference courses. Such credit must be distributed across all three areas of the program.
3. The terminal project or thesis consists of taking 9 credits distributed across at least two areas. Credit for this project is obtained by registering for Terminal Project (IST 509); credit for the thesis is obtained by registering for Thesis (IST 503).
4. At least 39 of the 54 minimum credits for the degree must be taken after the candidate is admitted to the IS:IP program.

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

If the initial application is approved, a final course plan must be submitted to the Graduate School during the first term of enrollment. Consent must be obtained in writing from each of the three advisers indicating their willingness to serve and their approval of the final listing of courses in each of the three areas. One of the three advisers must be designated as chair. Later changes in the program must be approved by both the adviser in the area involved and the IS:IP director. Address inquiries about the Individualized Program to Shirley L. Menaker, Director, Interdisciplinary Studies: Individualized Program, Graduate School, University of Oregon, Eugene, Oregon 97403.

Interdisciplinary Studies: Corrections Program. The Corrections Program is designed as a professional master's degree. The program is flexible and uses the strengths of existing disciplines at the University. Program faculty and the student develop an individualized program with a well-defined set of goals that allows professional development in an area of corrections and also defines a specific issue or topic for analysis.

The program contract is designed in terms of the student's professional goals, faculty expertise, and relevant curriculum content available within the disciplines and professional schools.

Each student admitted to the program 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.

Address inquiries about the program to Kenneth Viegas, Director, Interdisciplinary Studies: Corrections Program, 111 Hendricks Hall, University of Oregon, Eugene, Oregon 97403.

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. Students must have a reasonable background of undergraduate study in education and in the field or fields in which they propose to work, as evidenced by holding a basic Oregon certificate for secondary teaching.

Although certification requirements for institutional recommendation for the standard certificate are separate from the University's master's degree requirements, some courses taken as part of a master's degree program may also be

applied to meet certification requirements. Depending on the student's background, additional courses at the undergraduate or the graduate level or both may be required for certification. Every admitted student must file a planned program with the Office of Teacher Certification in the College of Education in order to meet certification requirements. Inquiries regarding certification requirements should also be directed to that office.

The student'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 minimum of 45 credits in graduate courses, distributed as shown below, is required for an interdisciplinary master's degree for secondary teachers. However, the total number of required credits may be as high as 54 or 57, depending on the number of courses an individual student needs to meet standard certification requirements. To be granted the Interdisciplinary Studies: Teaching degree, a student must complete both the program requirements for the master's degree and the requirements designated by the Office of Teacher Certification for recommendation for the standard teaching certificate.

A total of 36 credits in subject fields (work in professional schools or in arts and sciences) in accord with one of the following options:

Option 1. A minimum of 36 credits in a subject matter field in which secondary certificates are issued.

Option 2. Between 15 and 21 credits in each of two subject matter fields in which secondary certificates are issued.

Option 3. A minimum of 36 credits in the composite field of social studies (including work in any three of the following: anthropology, economics, geography, history, political science, psychology, and sociology) or in the composite field of science (including work in any three of the following: biology, chemistry, geology, mathematics, and physics). 12 credits are required in each field.

In each of the options listed above, the student must take at least 9 credits in 500-level courses; the remaining courses may include, with some restrictions, both the 400(G) and the 400(M) series.

A student electing Option 1 or 2 must have had at least 18 credits of course work in the chosen subject matter field or fields as an undergraduate. An undergraduate prerequisite of at least 12 credits of course work in each of the three chosen subject matter fields is required of the student electing Option 3.

Based on the amount of work in professional education that the student completed as an undergraduate, no fewer than 9 credits of graduate professional education must be included as part of the master's degree requirements. However, additional courses in education may be required to satisfy certification requirements.

Address inquiries about programs under Option 1 to the appropriate departmental adviser for teacher certification. Address general inquiries about the program as a whole or about Options 2 and 3 to the 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 attainment and proven ability. Minimum University and school or department requirements of residence and study must be satisfied. The requirements for all Ph.D. degrees established by the Graduate School are given below. Individual programs have additional specific requirements which are presented in the academic program sections of this 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 credits 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) may be a part of the 9 credits per term, although thesis credits normally are not recorded as completed until the final dissertation is submitted.

A doctoral candidate may fulfill the residency requirement during the period 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 credits in Thesis (503); with departmental approval, up to 6 of the 18 credits may be in Research (501). Credit for Thesis and Research is recorded on a Pass/No pass (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 the student's program and/or any supporting area required by the department. The student is responsible for material directly covered in completed graduate courses and for additional independent study in his or her field.

Within two weeks after the student has passed these examinations, the major department must submit a report to the dean of the Graduate School recommending advancement to candidacy. **Note:** The dissertation committee cannot be appointed, nor can the candidate register for Thesis (503) credits, 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) credits, until he or she is advanced to candidacy.

Defense of Dissertation. Formal, public defense must take place on the campus at a date set by the committee chair and approved by the Graduate School.

Note: Tentative approval of the dissertation by the committee is recommended prior to formal defense. This evaluation is based on copies of the final manuscript which the candidate provides for the dissertation committee at least three weeks before the formal defense.

Four copies of the dissertation abstract (350-word maximum) must also be filed with the Graduate School at this time.

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the 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 disserta-

tion 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 credits per term or an *in absentia* registration (see Continuous Enrollment under General Requirements and Policies, above).

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.

Dissertation

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 Doctor of Musical Arts (D.M.A.) degree include formal admission, proficiency and comprehensive examinations, languages, a program of study (including area of emphasis), and a dissertation. Requirements for residence, time limit, and continuous enrollment are the same as those listed for the Ph.D. degree. See the Music section of this catalog for details.



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 credits 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 credits 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 credits of Thesis (503) is required after advancing.
7. <i>In absentia</i> . 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 no 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 Office of Business Affairs.	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.

Campus and Community Resources

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.

See also **Microcomputer Laboratories** in the **Special Academic Opportunities** section of this catalog.

Community Education Program

An important dimension of the University's continuing education responsibility is the Community Education Program, which provides an opportunity for individuals not formally admitted to enroll in University classes.

Community education students may register for a maximum of 7 credits 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 Summer 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 inquire at 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 on or before March 1.

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 1985 Summer Session are June 18-August 19. Selected eleven-week courses begin June 19 and end August 30. Registration day is June 17. 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, 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.

Museums

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. Kerns 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.

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 the 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, Japan, 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 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 carrels 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 1984-85 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.

Patricia Krier, M.A., Assistant Director. B.A., 1968, M.A., 1972, M.A., 1984, Oregon.

The Museum of Natural History was originally established in 1936 as an umbrella organization

to include existing research collections such as the Condon Museum of Geology, the University Herbarium, and the Oregon State Museum of Anthropology. Since 1977, when 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 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 Assistance League of Eugene 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.

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.

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 number 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.

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.

Research Institutes

125 Chapman Hall
Telephone 686-5131 or -5128
Richard H. Hersh, Vice-President
for Research

Fred Wilhelm, Research Administrator
Diana Sheridan, Research Information
Officer

Several interdisciplinary institutes provide opportunities for graduate training and research in addition to those offered by schools and departments. Institute staff members hold joint appointments in related teaching departments. Graduate students who intend to do thesis or dissertation research work in one of the institutes must also satisfy the graduate degree requirements of the related department through which they will receive their degree.

Students who want to work in any of these fields may obtain detailed information concerning the programs and available financial aid from the institute directors whose names appear below.

Advanced Science and Technology Institute

125 Chapman Hall
Telephone 686-5131
Richard H. Hersh, Director

The Advanced Science and Technology Institute (ASTI) is a joint institute of the University of Oregon and Oregon State University. The institute's purpose is to increase business and corporate access to research and scholarship of both universities. Toward this end, ASTI (1) coordinates a complete research and scholar inventory of the two universities, (2) organizes colloquia, workshops, and conferences for industry in various research areas, (3) promotes industry-university collaboration on specific research topics, (4) solicits industry support for research programs, (5) facilitates technology transfer (patent and licensing agreements) in coordination with the Oregon State System of Higher Education (OSSHE) chancellor's office, and (6) works directly with the Council for Advanced Science and Engineering Education/Research for Industry (CASEERI) to promote statewide access to research for both universities.

Center for the Humanities

122 Chapman Hall
Telephone 686-3934
Donald S. Taylor, Director

The Center for the Humanities was established by the Oregon State Board of Higher Education in December 1983. Its function is to administer grants and other funds designated for experimental humanities courses, faculty seminars, distinguished visiting lecturers, lecture series, research fellowships, outreach workshops, conferences, and other activities in the humanities. The initial efforts of the center are partially funded by a grant from the National Endowment for the Humanities.

Center for the Study of Women in Society

Participating Faculty

Joan Acker, Ph.D., 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., Professor of Sociology.

Paul Goldman, 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 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.

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., Professor of Chemistry.

Ira G. Nolt, Ph.D., Research Associate Professor of Physics.

Warner L. Peticolas, Ph.D., Professor of Chemistry.

Timothy C. Steimle, Ph.D., Research Assistant Professor of Chemistry.

Associates

Robert M. Mazo, Ph.D., Professor of Chemistry.

Richard M. Noyes, Ph.D., Professor of Chemistry.

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 department, 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.

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.
 Vicki L. Chandler, Ph.D., Assistant Professor of Biology. On leave 1984-85.
 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. Siström, 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 applied. 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

Robert M. Mazo, Ph.D., Professor of Chemistry; Director.
 Jayprokas Chakrabarti, Ph.D., Research Associate.
 Paul L. Csonka, Ph.D., Professor of Physics.
 Nilendra G. Deshpande, Ph.D., Professor of Physics.
 Russell J. Donnelly, Ph.D., Professor of Physics.
 Gad Eilam, Ph.D., Research Associate.
 Marvin D. Girardeau, Ph.D., Professor of Physics.
 Amit Goswami, Ph.D., Professor of Physics.
 Roger Haydock, Ph.D., Associate Professor of Physics.
 David R. Herrick, Ph.D., Professor of Chemistry.
 John Hiller, Ph.D., Research Associate.
 Rudolph C. Hwa, Ph.D., Professor of Physics.
 James Isenberg, Ph.D., Assistant Professor of Mathematics.
 John V. Leahy, Ph.D., Professor of Mathematics.
 Joel W. McClure, Ph.D., Professor of Physics.
 Michael J. Moravcsik, Ph.D., Professor of Physics.
 Piyush Ojha, Ph.D., Research Associate.
 Davison E. Soper, Ph.D., Professor of Physics.
 Xerxes Tata, Ph.D., Research Associate.
 Gert van der Zwan, Ph.D., Research Associate.
 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.

International Institute for Sport and Human Performance

1479 Moss Street
 Telephone 686-4114
 Director to be announced

The International Institute for Sport and Human Performance is an interdisciplinary venture formed as an outgrowth of the Olympic Scientific Congress. Its mission is to support the study of human motor behavior through research and development, dissemination of information, and service to the international community of scholars concerned with the study of sport and human performance. Central to the international exchange of ideas and scholars, the institute augments and expands the offerings of the College of Human Development and Performance. Its faculty hold appointments in various academic departments.

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, M.A., Adjunct Assistant Professor.

This institute is situated on 107 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.

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.
Lane Allen, Research Assistant in Architecture.
G. Z. Brown, M.Arch., Associate Professor of Architecture.
John Hull, B.S., Research Assistant in Physics.
David Neagly, B.A., Research Assistant in Architecture.
Barbara-Jo Novitski, M.Arch., Research Associate in Architecture.
Susan Ota, M.S., Research Assistant in Physics.
Jonathan Raab, M.S., Research Associate, Bureau of Governmental Research and Service.
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, evaluation of basic solar cell parameters, 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, planning, business administration, law, and physics are involved in the center.

In addition to continuing publications, the center sponsors frequent seminars attended by University and community people involved in various aspects of solar energy utilization. Courses in solar energy are offered in the Departments of Architecture and Physics.

Other Research Facilities

Listed below are research facilities described in other sections of this catalog. Please consult the Subject Index for page references.

Bureau of Governmental Research and Service. See Architecture and Allied Arts.

Career Information System. See Education.

Center for Advanced Technology in Education. See Education.

Center for Educational Policy and Management. See Educational Policy and Management.

Center for Environmental Design, Planning, and Visual Arts Research. See Architecture and Allied Arts.

Center for Gerontology. See Gerontology.

Center on Human Development. See Special Education and Rehabilitation.

Center for Volcanology. See Geology.

Cranio-Facial Clinic. See Crippled Children's Division.

Crippled Children's Division. See Special Education and Rehabilitation.

DeBusk Memorial Center. See Counseling and Educational Psychology.

Developmental Delay Clinic. See Crippled Children's Division.

Division of Research. See Business Administration.

Drug Information Center. See School and Community Health.

Early Intervention Program. See Center on Human Development.

E. C. Brown Foundation. See Education.

ERIC Clearinghouse on Educational Management. See Education.

Forest Industries Management Center. See Business Administration.

Information and Field Services. See Educational Policy and Management.

Institute of Recreation Research and Service. See Leisure Studies and Services.

Institute of Industrial Relations. See Business Administration.

International Council on Computers in Education. See Education.

Labor Education and Research Center. See Special Academic Opportunities.

Oregon School Study Council. See Education.

Pine Mountain Observatory. See Physics.

Project TRENDS. See Leisure Studies and Services.

Regional Resource Center. See Center on Human Development.

Rehabilitation Research and Training Center in Mental Retardation. See Center on Human Development.

Resource Center for Foreign Language Instruction. See Romance Languages.

Russian and East European Studies Center. See Russian and East European Studies.

Specialized Training Program. See Center on Human Development.

Speech, Language, and Hearing Center. See Special Education and Rehabilitation.

University Affiliated Facility. See Center on Human Development.

University Computing

250 Computing Center

Telephone 686-4394

Gordon P. Ashby, M.B.A., Codirector
Joanne R. Hugi, M.S., Codirector

Floyd E. Bard, Facilities Manager.
Mary Bradley, Production Control Coordinator.
Alice Chan, M.S., Manager, Student Information System.

Andrew Doremus, M.S., Systems Programmer.

Harry Fowler, Systems Analyst.

Jane Grant, B.A., Programmer Analyst.

Kelly Griffin, Programmer.

Richard W. Haller, Ph.D., Senior Applications Programmer Analyst.

Kathy Heerema, B.A., Programmer Analyst.

Susan Hilton, B.S., Manager, General Applications Programming.

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., Senior 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, Documentation Services.

Nancy J. Fradkin, B.S., 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. Hardware facilities include an IBM 4341 system used for batch and interactive computing; a DEC 1091 system used primarily for time-sharing applications; an IBM Personal Computer laboratory supporting academic course instruction for the most part; and peripheral data processing equipment.

The University Computing staff supports a sizable collection of programming languages, applications packages, and other software systems on its IBM and DEC mainframe computers, including

- FORTRAN, PL/1, PASCAL, COBOL, and BASIC general-purpose programming languages
- IBM 4341 and DEC 1091 assembler languages
- the ACCENT R data base management system
- SAS, SPSS, SPSS-X, BMDP, and MINITAB general-purpose statistical packages
- the RUNOFF and SCRIPT text formatting programs
- the IMSL mathematics and statistics library
- SIMSCRIPT, GPSS, SNOBOL, and ALGOL special-purpose programming languages

University Computing services include consulting assistance on a wide range of computing topics related to its mainframe and microcomputing systems; assistance with office automation decisions; short courses on elementary and advanced topics on the use of computers; limited contract programming; data entry and scanning services; and a documents library offering an extensive collection of vendor manuals, local documentation, textbooks, and computing-related periodicals.

University Computing is a service unit, separate from the Department of Computer and Information Science (the academic division offering credit courses toward baccalaureate and advanced degrees).

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
William Z. Schenck, Collection Development Librarian

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.

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.

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James H. Carmin, M.L.S., Instructor, Architecture and Allied Arts Branch Library. B.A., 1976, M.L.S., 1981, Ball State.

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.

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.

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Joanne V. Haigren, M.L., Assistant Professor; Head, Interlibrary Loan Service, Collection Development Department. B.A., 1966, George Fox; M.L., 1967, Washington.

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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.

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.

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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. A.A., 1958, San Jose City; B.S., 1965, M.S., 1970, Oregon.

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Robert R. Lockard, M.A., Assistant Professor; Reference Department. B.A., 1952, Colorado State; M.A., 1965, Denver; M.A., 1970, Oregon.

Reyburn R. McCready, M.A., Associate Professor; Head, Architecture and Allied Arts Branch Library. B.A., 1950, John Brown; M.A., 1961, Denver.

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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.

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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.

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Donald T. Smith, M.S., Professor; Assistant University Librarian for Budgeting and Planning. B.A., 1949, M.A., 1950, Wesleyan; M.S., 1951, Columbia.

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Thomas A. Stave, M.L., Assistant Professor; Acting Personnel Librarian. B.A., 1972, Whitworth; M.L., 1974, Washington.

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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.

Julia H. Wotipka, M.A., Visiting Instructor; Law Reference Librarian. B.S., 1980, M.A., 1981, Denver.

Laurene Elizabeth Zaporozhetz, M.S.L., Assistant Professor; Reference Department. B.A., 1972, Michigan State; M.S.L., 1974, Western Michigan.

Emeriti

Eugene B. Barnes, Ph.D., Professor Emeritus; Head Acquisition Librarian. B.A., 1941, M.A., 1943, Minnesota; Ph.D., 1947, Chicago.

Ella S. Carrick, B.A., Senior Instructor Emerita; Senior Catalog Librarian Emerita. B.A., 1929, Oregon.

Jane B. Durnell, M.L.S., Associate Professor Emerita. B.A., 1938, Iowa; M.L.S., 1968, Oregon.

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Alfred Heilpern, M.L., Senior Instructor Emeritus; Acquisition Librarian Emeritus. B.A., 1956, M.L., 1957, Washington.

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.

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.

Clarice E. Krieg, A.M., Professor Emerita. B.A., 1932, Iowa; B.S., 1933, A.M., 1935, Illinois.

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, M.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.

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 Emerita. 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.

Lois M. Schreiner, M.L.S., Assistant Professor Emerita. B.S., 1968, M.L.S., 1969, Oregon.

Marcia J. Sigler, M.L.S., Assistant Professor Emerita. B.A., 1944, Ohio Wesleyan; B.S., 1956, M.L.S., 1958, California, Berkeley.

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.

Edward P. Thatcher, M.A., Professor Emeritus. B.A., 1940, Swarthmore; M.A., 1940, B.S.L.S., 1952, Minnesota.

The University of Oregon Library collections consist of about 1,506,000 volumes, with an additional 127,000 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 3,000,000 manuscripts.

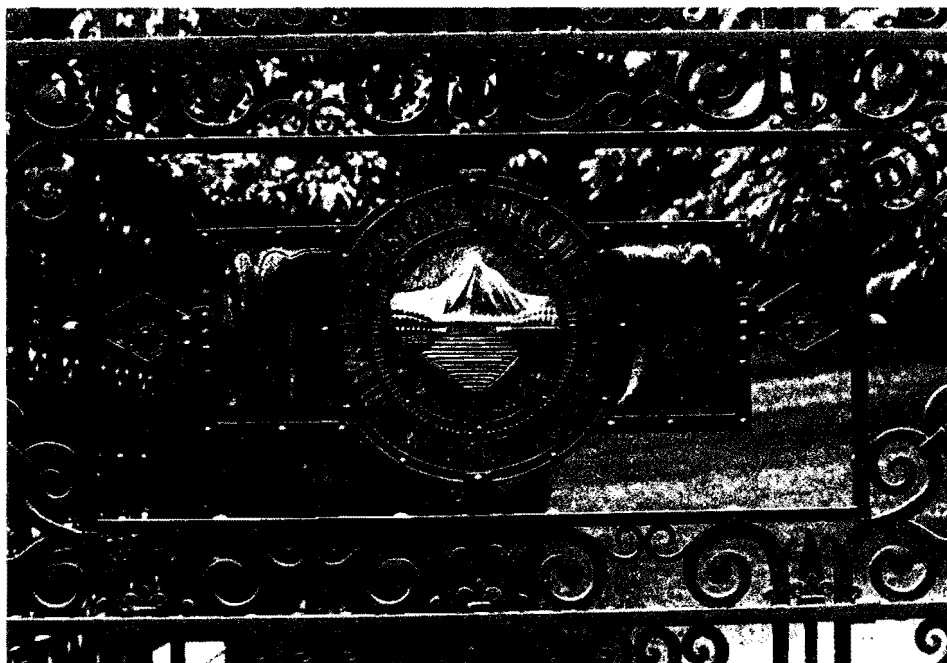
The library's Instructional Media Center supports the instructional and research endeavors of the University's faculty with over a million-dollar inventory of audiovisual hardware and nonprint software. The center's services include centralized purchasing, maintenance, and distribution of equipment; production support of audio; graphics; film rental and distribution; and multimedia presentations. 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 Mathematics Library, located in Fenton Hall, is a branch of the Science Library. 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 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.

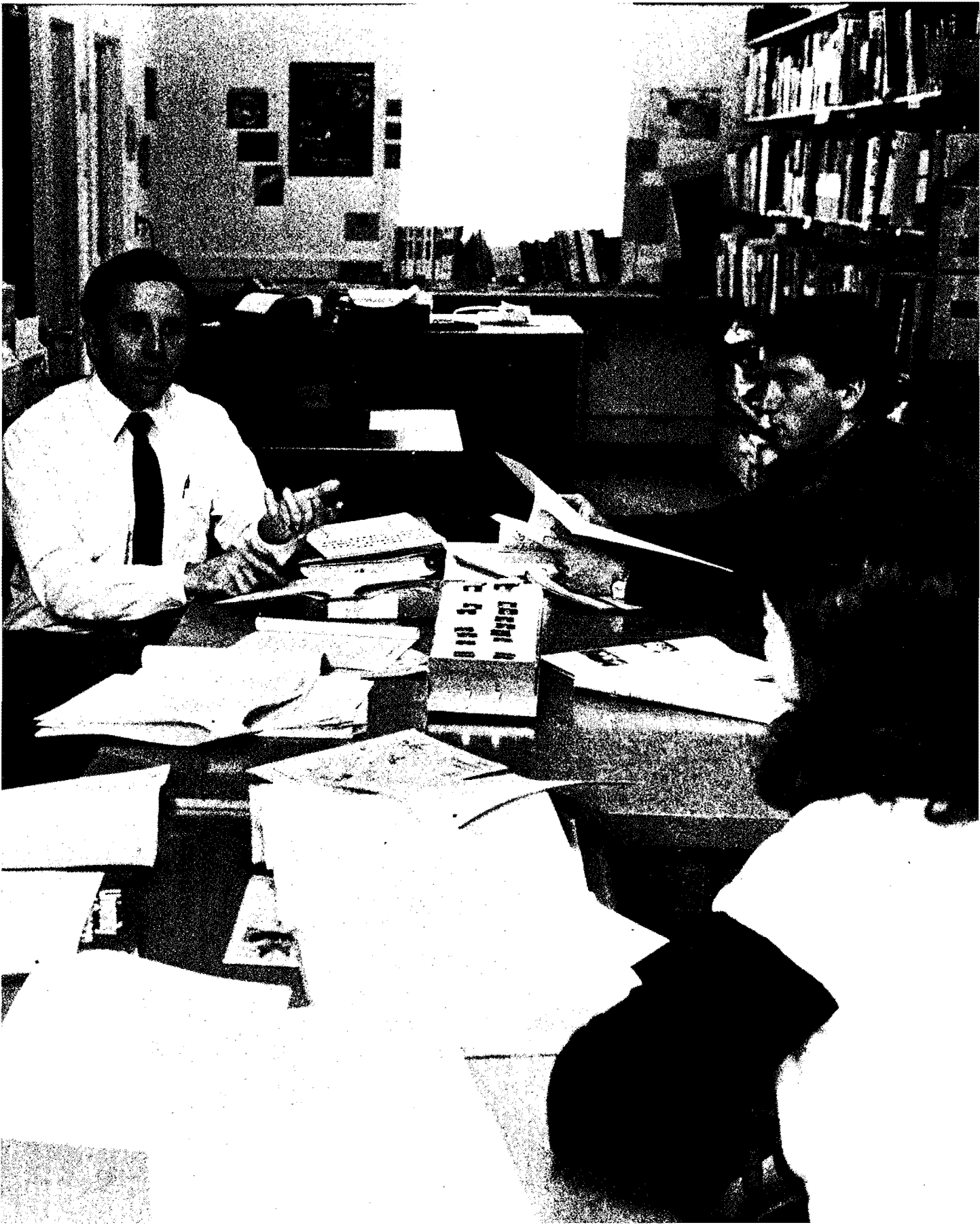
3. Books needed for use in the library are subject to recall at any time. A maximum fine of \$1.00 a day may be imposed for failure to return books promptly.
4. Borrowers who lose library materials are charged (a) the replacement cost of the material, (b) the amount of fine incurred up to the time the 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.

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.

Note: Library courses are listed in the **Special Academic Opportunities** section of this catalog.



Services for 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 1984.
Shirley Wilson, Acting 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 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 at the University is determined by the grades and marks a student earns in University of Oregon courses. Good academic standing means that the student is making satisfactory progress toward a degree each term and may register for as many as 21 credits.

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 (Ws 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 credits. 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.

Adult Learners

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 want to resume their education at the University. These students are offered preenrollment information and advice, help in resolving procedural problems, and general assistance to ease the return to the classroom.

Disabled Students

Physically disabled 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 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.

Career Planning and Placement Service

244 Hendricks Hall
Telephone 686-3235
Lawrence Smith, Director
Deborah Chereck, Assistant Director
Theresa Ripley, Coordinator, Career Planning
Richard Young, Coordinator, Educational Placement
Thomas Fauria, Career Development Specialist
Emmett Williams, Coordinator, Job Location and Development

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 credits at the University may register for placement service.

For more information, see the Academic and Career Planning section of this catalog. For information about the Job Location and Development Program, see the Financial Aid section.

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

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

A modest fee is charged for testing. Fees for other counseling services 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.
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.
Regina D. McGlothlin, M.D.
P. H. Pierson, M.D.
Jerome C. Vergamini, 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 1,200 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. Overseas Center (OCTR) courses are listed in the **Special Academic Opportunities** section of this catalog.

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. A summer program is also offered.

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.

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
Coordinator to be announced**

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.

Student Development

**364 Oregon Hall
Telephone 686-3216
Jane DeGidio, Director
Gregg Lobisser, Associate Director
Hilda Young, Coordinator,
Honoraries and Awards
Ann Berner and Craig Peterson,
Greek Advisers**

The Office of Student Development integrates a number of special programs for undergraduate students that 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, on-campus internship activities, and a leadership training program.

Honoraries and Awards

**364 Oregon Hall
Telephone 686-3216
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)
Golden Key (juniors and seniors)
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 Gamma Mu (social science)
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 a degree with honors. For further information see the Honors College section of this catalog.

Outstanding Students. 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 Dean's Award for Service, inaugurated in 1984, recognizes distinguished service rendered to the University and to the community by students.

The AAUW Senior Recognition Award goes each year to an outstanding senior 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 credits 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 a source 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 practice 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
Craig Peterson, Greek Adviser for
Fraternities
Ann Berner, Greek Adviser for
Sororities

The Greek advisers, as staff members of the Office of Student Development, are responsible for the general welfare of Greek students at the University. They are 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.

Student Development Leadership Classes

The Student Development Leadership Classes program is based on the assumption that individuals can learn to be effective leaders. Many of the classes are offered for academic credit in cooperation with the Division of Educational Policy and Management in the College of Education. The classes are based on experiential learning theory, which emphasizes individualized learning at the developmental level of the student and recognizes the student's ability to take responsibility for his or her own learning. Student Development Leadership Classes provide the theory and experiences necessary to develop an understanding of effective communication skills, leadership skills, and program development as well as organization development and consulting skills. Contact the Office of Student Development for a detailed schedule.

Special Services

Adult Learners

See the Academic Advising and Student Services section of this catalog.

American English Institute

241 Prince Lucien Campbell Hall
Telephone 686-3945
Russell S. Tomlin, Director

The American English Institute (AEI) offers an intensive English-language program for adults who want to improve their English proficiency in order to perform effectively in an academic or professional setting. It prepares the student for academic work at the University of Oregon or similar academic institutions and for professional activities in business and industry or science and technology.

Classes begin in September, January, March, and June. AEI instructors are University faculty members with specialized training in linguistics, applied linguistics, or teaching English as a second language (TESL).

Intensive English Program. The AEI academic English program consists of a six-level basic curriculum and a broad auxiliary curriculum.

The basic six-level curriculum is divided into two combined skill areas: oral communication, which emphasizes speaking and listening; and written communication, which emphasizes reading and composition. Full-time students choose basic courses totaling 20 hours of instruction per week.

The auxiliary curriculum consists of a set of optional courses that focus on areas of special concern or interest to students, including TOEFL Preparation (I and II), Business English, American Culture, Conversational English, and University Transition.

Other services and facilities afford the student further opportunities to develop English proficiency. Advanced students may enroll, with the director's approval, in one regular University course. Trained and supervised tutors help students individually with class work, conversation, listening, reading, composition, and pronunciation. The American English Institute also offers several noncredit courses in English as a second language (ESL) for enrolled University of Oregon students who want to develop further their English proficiency.

Student Services. The AEI's special student services include an academic counselor, an extensive orientation program before classes begin, many planned social activities in Eugene and the state of Oregon, and housing assistance and host families.

Admission Procedures. The American English Institute program is open to any student who has completed secondary school and is able to demonstrate sufficient financial support for study at the AEI. To apply, the following materials should be submitted:

1. An AEI application form.
2. Original or certified copies of the most recent degree or diploma received.
3. A personal (or guarantor's) bank statement showing the exact amount available for the period of study, or evidence of a scholarship.
4. A nonrefundable application fee of \$20.00.

If you are transferring from another English-language program in the United States, a recommendation from the program director should be included.

Admission to the AEI does not imply admission to any other school or program at the University of Oregon.

Projected Expenses for Academic Year

	Per Term	Per Year
Tuition and Fees	\$1,320	\$3,960
Health Insurance (estimated) ..	50	150
Housing (estimated)		
Dormitory (single room)	1,263	3,789
Apartment	600	1,800
Quad	405	1,215
Living Expenses	800	2,400

Additional funds will be needed for transportation, living expenses during breaks, and miscellaneous personal expenses.

Inquiries regarding admission should be directed to:

American English Institute
University of Oregon
Eugene, Oregon 97403 U.S.A

Council for Minority Education

314 Oregon Hall
Telephone 686-3479
Jewel Bell, Director

The Council for Minority Education (CME) provides academic and other support services to American Indian and Alaskan Natives, Black, Hispanic, Asian American, and Pacific Island students. Assistance in gaining admission to the University is only one of the ways CME offers help. The staff is always glad to answer questions about the University.

Once the student is admitted, he or she becomes eligible for other CME services. Staff members can answer questions about academic matters and graduation requirements at the University. They also assist students in straightening out problems in other areas such as registration, housing, or business affairs.

Each year CME sponsors orientation, cultural, and other activities of interest to minority students in cooperation with the ethnic student unions. It also funds classes in the English and mathematics departments in order to maintain a favorable student-teacher ratio. Grammar workshops, a computer laboratory, and supervised study hall are other retention services provided by CME.

In certain cases, students may qualify for admission even if they have doubts about meeting the requirements. Please call or write the office about this. The staff may also be able to help with financial problems posed by deposits and application fees.

An important function of this office is to promote a friendly, caring atmosphere for minority students on campus and in the Eugene-Springfield community. Helping students overcome obstacles to a successful college experience is the main goal. Inquiries are welcome.

No special application procedures are required to use the council's services.

Disabled Students

See the **Academic Advising and Student Services** section of this catalog.

Educational Opportunities Program

207 Emerald Hall
Telephone 686-3232
Jacqueline Bonner, Director
Larry Bridges, Assistant Director
George Buelow, 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 the communications tools of writing, speaking, reading, and listening. All classes in this program stress the values of a research institution, self-awareness, and the links 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.

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 course, which gives students an academic orientation to the University, is particularly helpful for new students. Academic Learning Services courses are listed in the **Special Academic Opportunities** section of this catalog.

The office is open weekdays from 8:30 a.m. to 5:00 p.m.

Upward Bound

107 Friendly Hall
Telephone 686-3501
Pearl M. Hill, Director

Upward Bound is a 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 promise 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 emphasizes 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 veterans' 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 visit the Office of Veterans Affairs prior to each term to provide information about their school plans for the new term.

Off-Campus Study

Oregon Institute of Marine Biology

See description of program and course offerings in the Biology section of this catalog.

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, Germany, and Guatemala.

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 and Foreign Study sections of this catalog.

University 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 course in which students are involved each term. Admission to this program is open to upper-division and graduate students from disciplines concerned with social issues, human development, and public service.

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
Adeli McMillan, Director

E. Jan Hosmer, Assistant Director
Frank Geltner, Jr., Assistant Director;
University Program Consultant
Susan Soward, Executive Coordinator,
ASUO

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 Copy Center, Photo I.D. service, an information center, a small variety store, a ticket outlet, the University lost-and-found, a sporting goods store, and a hair salon. 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 of Directors has the responsibility for making general policy decisions and long-range plans for the Erb Memorial Union. The board also advises EMU staff 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, baseball, korfbal, judo, and ultimate frisbee. The Recreation Center has facilities for bowling, billiards, and video and table games. It sponsors tournaments in billiards, table tennis, shuffleboard, chess, bridge, and backgammon.

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 General Merchandise 686-4331
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 8:00 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 \$305,000 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, 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 gymnasiums, courts, weight room, and pools of Esslinger Hall, Gerlinger Hall, and Gerlinger Annex. Outside field space and tennis courts are also available on the same basis. Open recreation is a key element in the overall balance of Recreation and Intramurals (RIM) programming. Open recreation is an outlet for individuals who want a less structured, nontournament form of participation. Throughout the year, facilities are regularly set aside for drop-in activity.

Intercollegiate Athletics

McArthur Court
Telephone 686-4481, 686-3388
Bill Byrne, Acting 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
Dean Dixon, Assistant Wrestling Coach

Janet Donins, Assistant Women's Track and Field 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
 DeHaven Hill, Assistant Men's Basketball Coach
 Scott Krieger, Golf 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
 Stewart Togher, Assistant Men's Track and Field Coach
 Robert Toledo, Assistant Football Coach
 Christie Voelz, Head Volleyball Coach
 David Walker, Assistant Football Coach
 Neal Zouboukos, 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.

The University has a rich heritage in men's intercollegiate athletics, one that includes five National Collegiate Athletic Association (NCAA) track and field championships, four NCAA cross-country championships, and the first-ever NCAA basketball championship. University women earned the national cross-country title in 1983 to cap nine years of high finishes in cross-country and five in track and field. In 1984 track and field athletes won two men's and two women's individual NCAA titles. The women finished fourth in the nation and the men were NCAA champions. In basketball, the women were selected for the NCAA tournament and the men's team was part of the NIT field in 1984.

Success in sports has made Eugene and the University an attractive site for national championships. The University has been the championship host for NCAA and AIAW track and basketball, NCAA gymnastics, wrestling, and golf.

Eugene, site of the 1972, 1976, and 1980 Olympic Track and Field Trials, is recognized as the track and field capital of the United States.

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

The University fields 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 Oregon 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 that helps members gain experience in activities essential to their future careers.

Amazon Child Care Center is a student cooperative offering good, low-cost care and seminars on parenting, teacher education, and child development.

Amazon Community Tenants representatives participate in the Amazon Family Housing Policy Board, which sets all the policies concerning the Amazon Housing Complex.

American Chemical Society Affiliates is the undergraduate student association of the UO Department of Chemistry.

American Civil Liberties Union campus branch is student directed and funded; it is affiliated with both the Oregon and the Lane County ACLU chapters.

American Institute of Architects associated student chapters offer speaker and film series, peer advising, design competitions, and tours of local architecture offices.

American Society of Interior Design 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 disabled children and others with special needs.

Crisis Center is available to students from 5:00 p.m. to 8:00 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 offers students the opportunity to see, perform, and participate in dance concerts, master classes, and workshops. Performing membership is obtained through auditions held each fall.

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.

Student Campaign for Disarmament (SCD) is a response to the threat to world peace and human survival that is created by the escalating arms race, both conventional and nuclear. Through education and organization, SCD attempts to offer peaceful alternatives for a livable future.

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 cost 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-parent homes. Other student volunteers are advisers for junior and senior high school programs.

UO YWCA provides services to women, minorities, and disabled youth through the Exceptional Friendship Program and the Outreach Program.

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 1982-83 Academic Year						Nonmatriculated		Total	
	College of Arts and Sciences	Freshmen	Sophomores	Juniors	Seniors	Unknown	Graduates		Undergrads
Anthropology	3	14	20	50	0	79	0	0	166
Asian Studies	0	4	4	11	0	9	0	0	28
Biology	34	67	70	180	0	121	0	0	472
Chemistry	12	22	33	85	0	85	0	0	237
Chinese	1	0	0	1	0	0	0	0	2
Classics	0	0	1	1	0	4	0	0	6
Comparative Literature	1	3	3	5	0	35	0	0	47
Computer and Information Science	59	116	121	175	0	139	0	0	610
Creative Writing	0	0	0	0	0	20	0	0	20
East Asian Languages	0	1	0	6	0	1	0	0	8
Economics	6	34	50	88	0	64	0	0	242
English	22	60	75	210	0	116	0	0	483
French	1	7	10	25	0	12	0	0	55
General Science	9	24	29	118	0	2	0	0	182
Geography	1	8	12	70	0	42	0	0	133
Geology	4	12	33	71	0	70	0	0	190
German and Scandinavian	1	0	1	3	0	0	0	0	5
Germanic Language and Literature	7	6	17	35	0	24	0	0	89
History	7	21	43	138	0	50	0	0	259
Humanities	5	1	10	14	0	0	0	0	30
Independent Study	0	0	1	3	0	0	0	0	4
International Studies	5	5	20	42	0	12	0	0	84
Italian	0	0	0	1	0	1	0	0	2
Japanese	0	0	2	1	0	1	0	0	4
Linguistics	0	11	6	23	0	39	0	0	79
Mathematics	11	20	20	70	0	70	0	0	191
Philosophy	1	4	6	21	0	12	0	0	44
Physics	6	13	18	47	0	111	0	0	195
Political Science	28	71	98	229	0	44	0	0	470
Psychology	54	99	157	334	0	89	0	0	733
Religious Studies	1	1	5	10	0	0	0	0	17
Romance Languages	8	12	19	38	0	36	0	0	113
Russian	1	1	1	5	0	2	0	0	10
Sociology	6	12	64	187	0	60	0	0	329
Spanish	1	5	4	19	0	12	0	0	41
Speech	0	1	0	1	0	0	0	0	2
Speech: Rhetoric and Communication	7	16	36	68	0	34	0	0	161
Speech: Telecommunication and Film	41	61	107	185	0	29	0	0	423
Speech: Theater Arts	15	28	38	51	0	38	0	0	170
Undeclared	454	585	341	138	0	1	0	0	1,519
University Library	0	0	0	0	0	1	0	0	1
Total	812	1,345	1,475	2,759	0	1,465	0	0	7,856
Professional Schools									
Architecture and Allied Arts	79	170	243	872	0	391	0	0	1,755
Business Administration	307	625	655	1,318	0	362	0	0	3,267
Education	43	92	119	312	0	1,454	1	4	2,025
Human Development and Performance	47	104	174	512	0	407	0	0	1,244
Journalism	80	157	209	410	0	71	0	0	927
Law	0	0	0	0	0	497	0	1	498
Music	27	43	43	177	0	182	0	0	472
Graduate School	0	0	0	0	0	173	0	0	173
Total	583	1,191	1,443	3,601	0	3,537	1	5	10,361
Unaffiliated	0	0	0	1	0	284	580	2,031	2,896
Community Education Program	0	0	0	0	0	2	398	888	1,288
Unknown	0	0	0	1	2	1	0	1	5
Total All Majors	1,395	2,536	2,918	6,362	2	5,289	979	2,925	22,406

Summary of Degrees Granted: Summer 1982 through Spring 1983

Baccalaureate Degrees	Male	Female	Total	Advanced Degrees			
				Male	Female	Total	
Bachelor of Arts	201	399	600	Master of Arts	55	102	157
Bachelor of Science	929	680	1,609	Master of Science	220	211	431
Bachelor of Architecture	80	21	101	Master of Architecture	15	8	23
Bachelor of Business Administration	43	24	67	Master of Business Administration	65	24	89
Bachelor of Education	0	5	5	Master of Education	25	58	83
Bachelor of Fine Arts	10	17	27	Master of Fine Arts	12	14	26
Bachelor of Interior Architecture	3	19	22	Master of Landscape Architecture	3	3	6
Bachelor of Landscape Architecture	19	25	44	Master of Music	19	9	28
Bachelor of Music	15	23	38	Master of Urban Planning	12	4	16
Bachelor of Physical Education	1	0	1	Doctor of Philosophy	124	66	190
Total	1,301	1,213	2,514	Doctor of Education	3	2	5
				Doctor of Musical Arts	1	1	2
				Doctor of Jurisprudence	110	48	158
				Total	664	550	1,214
				Total Degrees	1,965	1,763	3,728

Retention Data

Pursuant to Public Law 94-432 (Section 132 of the Education Amendments of 1976 to the Higher Education Act of 1965), the University is required to prepare and disseminate selected information to students. The required information includes a statement on the retention of students at the University. The following data are presented in support of this requirement.

	1978-79	1979-80	1980-81	1981-82	1982-83
Final Enrollment Fall Term	16,463	16,916	17,379	16,702	15,484
Enrollment Spring Term for Fall Term Enrollees	12,661	13,216	13,552	13,433	12,614
Degrees Awarded Fall and Winter Terms	1,131	1,172	993	932	1,110
Total Spring Term Enrollment and Other Degrees Awarded	13,792	14,388	14,545	14,365	13,724
Percentage Retained or Graduated for the Year	84%	85%	84%	86%	89%

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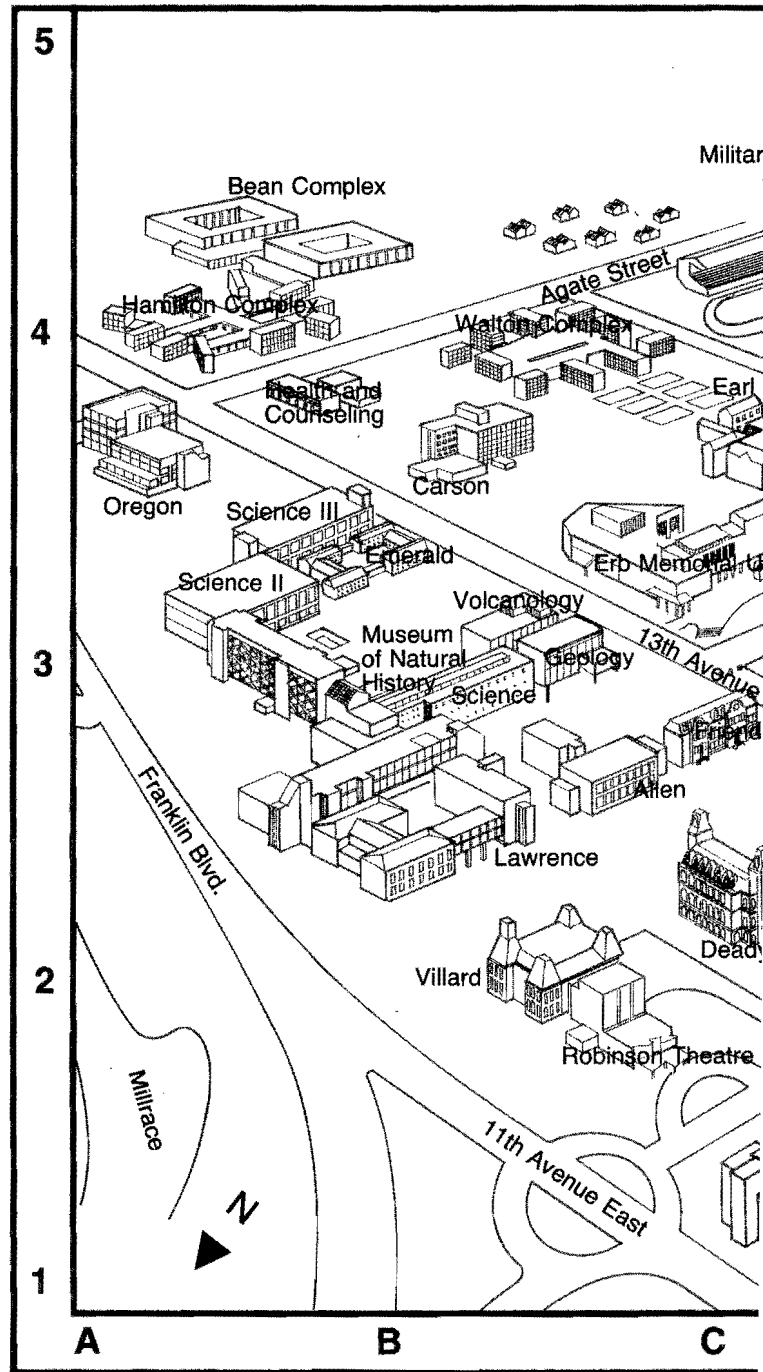
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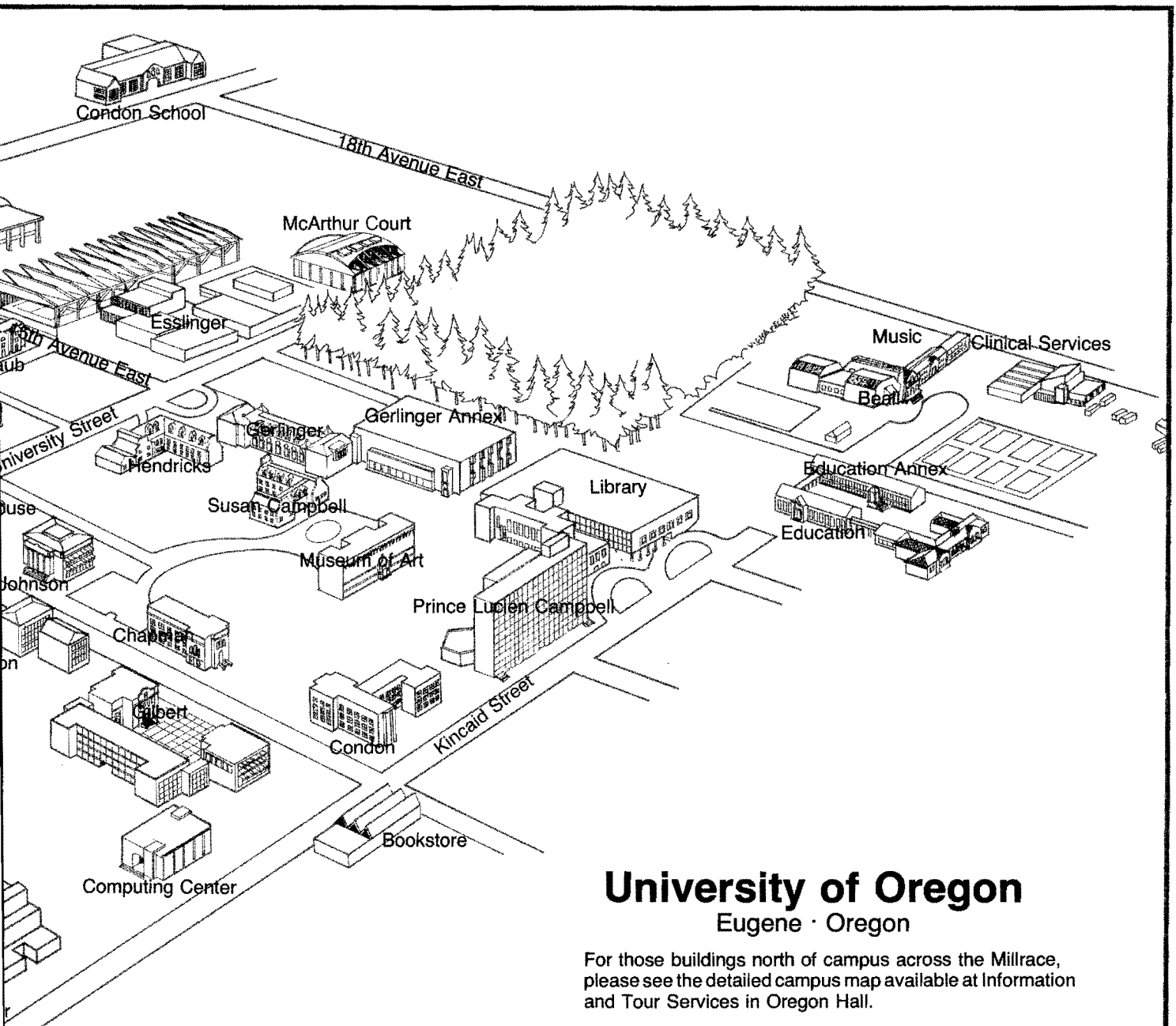
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University of Oregon

Eugene · Oregon

For those buildings north of campus across the Millrace, please see the detailed campus map available at Information and Tour Services in Oregon Hall.

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- Volcanology Building, B3

- Residence Halls**
-
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 - Earl Complex, C4
 - Hamilton Complex, A4
 - University Inn, 1000 Patterson
Street
 - Walton Complex, C4

Living in Oregon

Living in Oregon is one of the special benefits of attending the University. Residents take pride in their state. They are concerned with the quality of life in cities and with preserving a remarkably beautiful and diverse natural environment.

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 attracts hikers and campers. 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 104,000 people, is located at the southern tip of the Willamette Valley. Because of its location, its unspoiled natural environment, and its moderate temperatures, 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 members participate in a wide variety of lectures, exhibits, concerts, theatrical productions, and sports events. The renowned Hult Center for the Performing Arts regularly showcases local, national, and international artists, dance troupes, opera and symphony groups, and repertory theater companies. The long-standing Oregon Shakespearean Festival is located in Ashland, less than 200 miles south of Eugene.

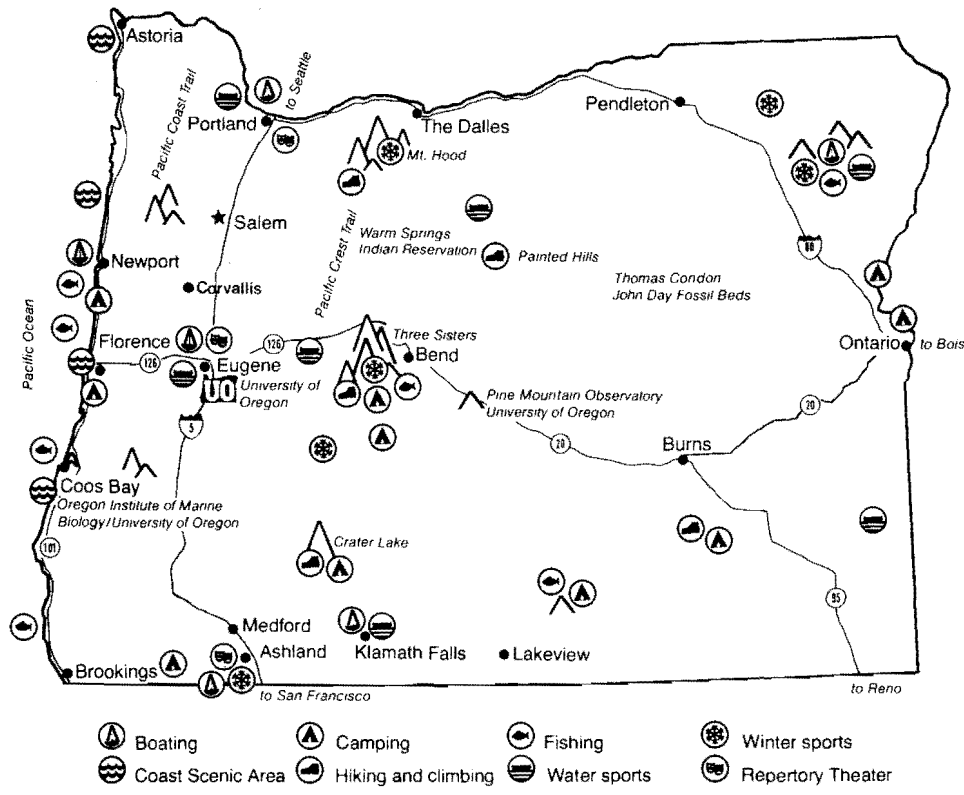
Eugene is the county seat for Lane County and the site of several federal, state, and local governmental agencies. University students can gain academic credit, practical experience, and income by working in local governmental offices, businesses, social agencies, parks, and schools. Faculty and staff members serve the community in many advisory and volunteer roles with the city council, school boards, and various public and private boards and commissions.

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 throughout the city in all price ranges and with many styles of cuisine.

Miles of bicycle paths and jogging trails are maintained in the city and in local parks. A favorite stretch is in Alton Baker Park, across the Willamette River from campus. A footbridge provides access from the University and makes it possible for students living in Springfield to bicycle to classes. Pre's Trail, also in Alton Baker Park, is a specially designed European-style jogging and exercise course. Another excellent bark-dust trail is in Amazon Park, southwest of the campus.

University students are encouraged to take advantage of the many opportunities available in the city and state. Every effort is extended in Eugene and at the University to create a friendly, open atmosphere.





The University's Mission

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

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

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

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

Goals and Objectives

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

Affirmative Action

The University of Oregon affirms the right of all individuals to equal opportunity in education and employment 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, Eugene, Oregon 97403, telephone (503) 686-3123.

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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 Oregon 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.

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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.

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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

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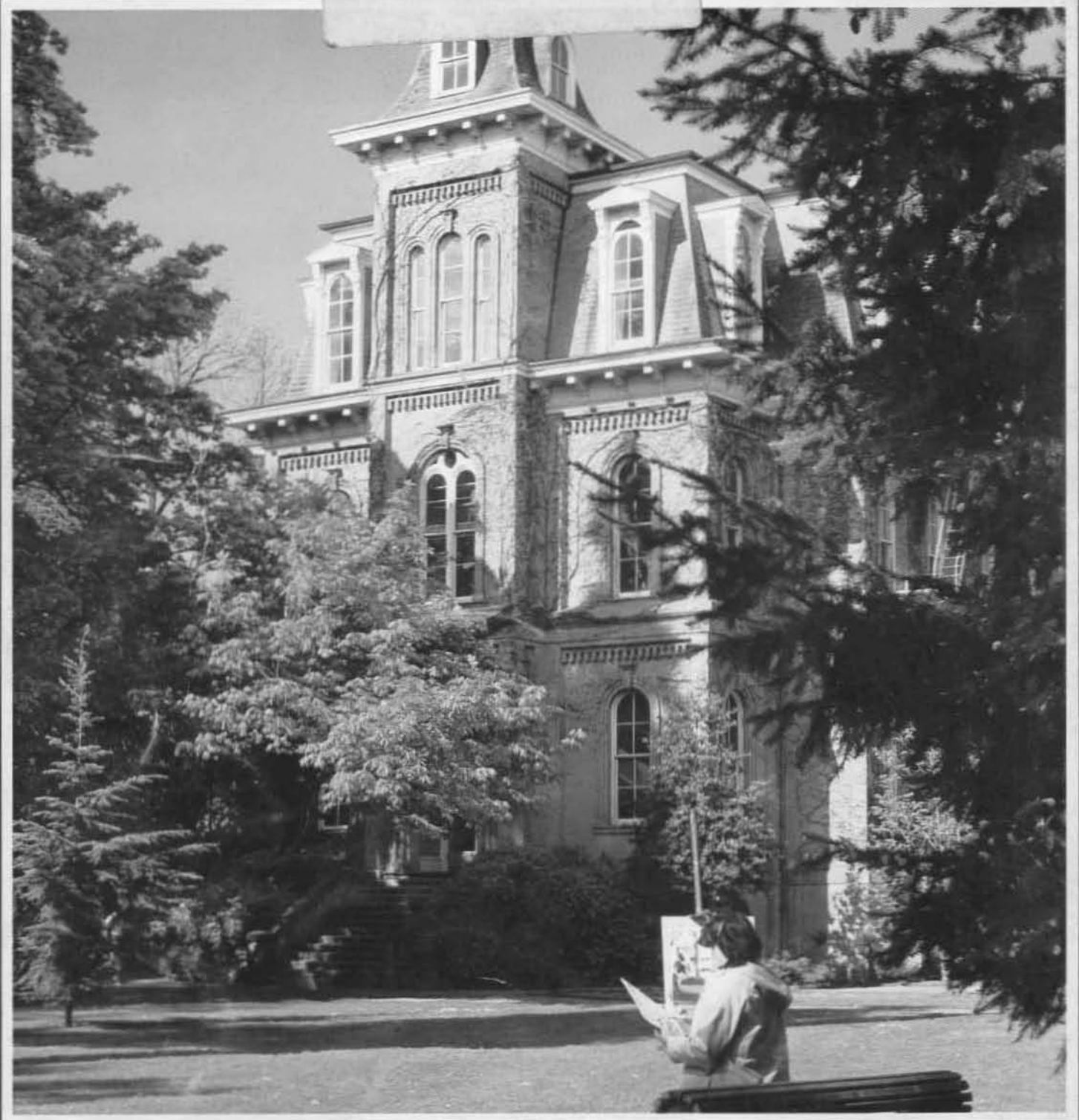
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